

THE PROFESSIONAL RESPONSIBILITIES OF OKLAHOMA
SECONDARY SCHOOL COUNSELORS AS PERCEIVED
BY TEACHERS, COUNSELORS AND PRINCIPALS

By

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CHAPTER I

INTRODUCTION

The high school counselor has assumed a multitude of roles and responsibilities within the context of educational systems. Numerous books have been written about the duties and responsibilities of the school counselor, yet the only completely positive statement that can be made about the roles and responsibilities of the high school counselor is that they are constantly changing (38).

As the profession grows and the number of school counselors increases, their roles become more difficult to interpret. There is an increasing need to clarify and to identify the professional responsibilities of the school counselor. These needs have been recognized nationally by the American Personnel and Guidance Association (43) and Wrenn (43) and locally in the state of Oklahoma by Small (34) and Vineyard (42). A national report by the American School Counselor Association (1, p. 14) proposes a statement of policy for secondary school counselors. The report states:

The school counselor functions in a number of specialized areas in the course of meeting his professional responsibilities. Within each of these areas there are identifiable patterns of functions which are characteristically performed by many school counselors. Numerous factors determine the breadth of the counselor's functions and the emphasis he must give. . . . Organization and administration of the responsibilities among school counselors within a school also contribute to varying emphasis of functions by counselors.

What are the "specialized areas"? What are the "professional responsibilities" as identified by the counselor's principal? What are these responsibilities as identified by teachers? How do counselors perceive these same responsibilities? In response to questions like these, this study is designed to determine the principals', the teachers' and the counselors' perceptions of the professional responsibilities of the school counselor.

Statement of the Problem

The rapid evolution of this new profession has stimulated the present concern about the identification of the professional responsibilities of the counselor. National and local studies suggest that problems do exist. The studies propose conflict over the responsibilities of the counselor; lack of acceptance on the part of his colleagues; differences of opinions among counselors about their duties; and dissatisfaction among counselors with their existing roles. These are problems the counselor encounters as he attempts professional maturity. Important to the development of this professional maturity is the clarification and identification of the professional responsibilities of the counselor.

The problem of this study is to determine if there are significant differences in the perception of the professional responsibilities of the school counselor as perceived by certain Oklahoma counselors, teachers and principals. In addition to the study for differences between the three groups, the problem includes the investigation of differences for the following variables: years employed in present position, years in the educational profession, academic credits beyond the bachelor's degree, sex, age, marital status, undergraduate major and size of enrollment.

Need for the Study

The 1962 policy statement of the American School Counselor Association proposes specific responsibilities for the counselor (1). It suggests the need for joint efforts of the school staff to maintain an environment which is consistent with the counselors' responsibilities.

The review of the literature indicates some variations may exist between what counselors, teachers and administrators see of the role of the school counselor. This study was undertaken to provide additional clarification of these points. Vineyard points out this need for clarification of the counselor's role (42, p. 2):

The role of the counselor in the public school is still a developing one, not yet mature. Those of us now counseling are in a way pioneering. In so doing, we must be careful to retain our perspective, to see us, and to be aware of our own blunderings as we seek to find our rightful place on the school stage and our rightful role in the drama of education.

It is hopeful that this study will help the school counselor assess his image in the public school.

Limitations of the Study

This study was concerned with the professional responsibilities of the school counselor in Oklahoma. It was limited to (1) the development of an Inventory of professional responsibilities, (2) an evaluation and validation of the Inventory, and (3) obtaining responses from representatives of Oklahoma counselors, teachers and principals. The study was designed to operate within a framework of the following limitations:

1. Although the responsibilities of the school counselor stated in the Inventory are those recommended by the American School

Counselor Association, no claim is made that the responsibilities in the Inventory are all-inclusive.

2. Only Oklahoma school counselors' names appearing in the 1964-65 and 1965-66 lists of Title V participating schools provided by the Guidance Division of the Oklahoma State Department of Education were used in the study.
3. Only principals in schools from the same Title V list were used in the study. Only a random sample of two hundred teachers from this same list of schools was used. Principals and teachers were further limited to those who spent the school years of 1964-65 and 1965-66 in the same school.

Hypotheses

1. Counselors, principals and teachers in Oklahoma secondary schools do not differ significantly in their perceptions of the counselors' professional responsibilities.
2. Counselors do not differ significantly in their perceptions of the counselors' professional responsibilities when grouped by:
 - (a) years employed in present position, (b) years in profession, (c) academic credits beyond the bachelor's degree, (d) sex, (e) age, (f) marital status, (g) undergraduate major and (h) size of school enrollment.
3. Principals do not differ significantly in their perceptions of the counselor's professional responsibilities when grouped by:
 - (a) years employed in present position, (b) years in profession, (c) academic credits beyond the bachelor's degree, (d) sex,

- (e) age, (f) marital status, (g) undergraduate major and
- (h) size of school enrollment.

4. Teachers do not differ significantly in their perceptions of the counselors' professional responsibilities when grouped by:
 - (a) years employed in present position, (b) years in the profession, (c) academic credits beyond the bachelor's degree, (d) sex, (e) age, (f) marital status, (g) undergraduate major and (h) size of school enrollment.

Definition of Terms

Counselor Role and Responsibility Inventory

This Inventory is an instrument developed for the purpose of the study. It includes 47 of the 48 statements about the areas of professional responsibilities of the school counselor described in the Statement of Policy for Secondary School Counselors (1) developed by the American School Counselor Association, a division of the American Personnel and Guidance Association. The section from the publication which defines the responsibilities is reproduced in Appendix A.

High School

High School is defined as an Oklahoma public secondary school with students enrolled in grades 7 through 12 and participating in the Title V, Public Law 85-864, National Defense Education Act of 1958 programs. A list of the schools in the study is provided in Appendix B. The schools in the list are limited to Title V schools with the same school counselor employed during the school years 1964-65 and 1965-66.

Principal

The principal used in this study is the administrator in the particular school of the counselor. The principal is certified by the

state of Oklahoma to serve as a principal in an Oklahoma public secondary school for the school year 1964-65. The principal must have served in the same school as the counselor during the school years 1964-65 and 1965-66.

School Counselor

The school counselors in this study are counselors in Oklahoma public secondary schools. The counselors are employees in schools approved for Title V programs. They served in the same school during the school years 1964-65 and 1965-66.

Teacher

The teachers used in this study are full-time classroom certified public secondary teachers holding Oklahoma standard certificates for the school year 1964-65. They must have served in the same school as the school counselor during the school years 1964-65 and 1965-66.

Title V Participating High Schools

Title V participating high schools are Oklahoma public secondary high schools participating under the basic provision of the Title V, Part A, Public Law 85-864 National Defense Education Act of 1958. The law provides for payment of expenditures for guidance tests, equipment, salaries and materials by the Division of Defense Education. Payments are based upon the number of counseling hours required for approval. Approval requires one hour per school day for each 150 pupils or portion thereof enrolled in grades 7 through 12. Information relating to Title V, Public Law 85-864 is provided in Appendix C.

Design of the Study

The design of this study is essentially in three parts: (1) determine the population to be studied, (2) construct and validate the instrument, and (3) collect and analyze the data.

The Guidance Division of the Oklahoma State Department of Education recommended the selection of high school counselors to be from Title V participating schools. The prerequisite for participation in this program requires a certified counselor and an organized guidance program in the school. Thus, the population for this study which includes counselors, principals, and teachers was selected from Title V participating Oklahoma high schools.

The Counselor Role and Responsibility Inventory was constructed and administered to qualified counselors and principals and a random sample of teachers from the total population. The test-retest method and evaluation by authorities were methods for determination of the reliability of the responses to the Inventory.

The data from this study are frequencies in discrete categories; thus, the chi-square test was used to investigate the significance of the differences among the responses. A review of survey techniques suggested several plans for programming which were incorporated into the mailing of the Inventory and follow-up procedures. A more detailed explanation follows in Chapter III.

The information in this chapter provides the purpose and the plan for the procedure of the study. Variations between the perceptions of the school counselors' professional responsibilities are suggested. The purpose of the chapter which follows is to review national and local issues concerned with these variations in the professional responsibilities of the Oklahoma school counselor.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The professional responsibilities of the school counselor have received increased recognition in recent years. This interest is best described by Lortie's examination of the field of guidance (23, p.3).

These are days of high excitement for those engaged in school counseling. A new recognition of the import of counseling services of the National Defense Education Act, strong endorsement for increased counseling service occurs in that potent source of legitimation, the Conant Reports, and programs directed toward assisting the urban disadvantages--programs of increasing moment--place heavy emphasis on augmented guidance activities. Small wonder that members of the counseling field show heightened self-awareness and concern for their occupation and its future. Small wonder that counseling leadership seeks to seize the moment to attain professional status for their timely work.

It was this same interest which prompted the American School Counselor Association to publish the Proposed Statement of Policy for Secondary School Counselors (1, p. 1).

The purpose of this document is to identify and clarify the role of the secondary school counselor as perceived by the membership of the American School Counselor Association, and to commit to public record certain philosophic tenets and operational conditions entailed. School counselors recognize the evolutionary status of their profession and actively promote its growth and thereby change. They view their past development, recognize the challenge of the future, and firmly assert their distinct professional standing. That this document is not an accurate characterization of conditions as they may presently exist is recognized. The function of this ASCA Policy Statement is to describe what should be, rather than what is.

The purpose of the remainder of this chapter is to report significant literature which seeks to identify the professional responsibilities of the school counselor. A review of national and local studies, as well as related studies, is reported.

National

Early contributions to the study of the responsibilities of the counselor were made by Edgerton (8), Bailey (5) and Cox (6). These studies were primarily concerned with vocational guidance and were not characteristic of studies since 1950, because they did not investigate areas of responsibility other than vocational.

Typical of more recent studies are those which express concern over the duties defined as atypical to the counselors' responsibilities. In 1951, Martyn (24) investigated counselors in California and found that counselors spent eighty per cent of their time on clerical duties and that the time spent in this matter varies greatly from counselor to counselor.

Investigations by Wright in Minneapolis schools (44), by Arnold in Ohio (3), by Goheen and Ohlsen (14) in Washington and by Goldstein (15) in Arizona revealed fourteen major responsibilities of the school counselor:

1. Supervise testing programs.
2. Confer with pupils.
3. Do clerical work.
4. Meet with teachers regarding pupils with problems.
5. Teach one or two classes and a home room.
6. Supervise orientation of students.
7. Handle special assignments.

8. Arrange for group conferences.
9. Check credits for graduation.
10. Advise boys about military service.
11. Advise pupils regarding transfers.
12. Advise pupils regarding electives.
13. Counsel failing pupils.
14. Arrange schedules for pupils with part-time employment.

In 1953, Hitchcock (18) sent questionnaires to over 2,000 counselors in 48 states and the District of Columbia. He found that counselors did not believe they should engage in activities of a clerical nature, scoring and recording tests, securing and filing occupational and educational information, and performing administrative details. In his conclusion Hitchcock (18, p. 73) stated:

An analysis of the duties which counselors are now performing in comparison with what they believe they should not do reveals a striking study of contrasts. In fact, the results are so shocking that one wonders what these counselors believe are their functions and how they arrived at this point of view.

Between 1950 and 1959, studies by Arnold (3), Goldstein (15), Martyn (24), Tooker (40) and Truax (41) suggested confusion on the part of the school counselor over disagreement between the current counseling theory and actual practice. This concern over what the counselor should be doing instead of what he was doing prompted Stewart (36, p. 503) to write the school counselors' "bill of rights." They are:

1. The right to a reasonable counseling load.
2. The right to favorable working conditions...office space, ample clerical help, and other material conditions.
3. The right to enough time to do his real job...to engage in counseling per se.
4. The right to a real opportunity to establish effective contact with parents, referral agencies, and other organizations in the community.
5. The right to sufficient time and the privilege of serving on curriculum and other critical committees.

6. The right to have an effective voice on determining guidance and counseling policy and practice.
7. The right to have reasonable time for research.
8. The right to a recognized professional status.
9. The right to remuneration commensurate with the training and responsibility involved.
10. The right to have the full trust and support of the administrators to make the above rights effective.

However, studies by Shoben (31) and Wrenn (43) show little disagreement between what the counselor believes he should be doing and what he is doing, and moreover, find little evidence of the counselor performing trivial activities. Stewart (36) also found evidence of the same agreement in his review of the literature.

In 1961, Hoyt delivered an address to the first statewide conference on counseling and guidance (20, p. 1) and pointed out the conflict between the counselor and other school staff:

Counselors feel they are not being given adequate administrative support. School administrators are questioning the actions of counselors they have employed. There is lacking a clear mutual understanding of counselor role and function. What does the school have a right to expect of the counselor? What does the counselor have a right to expect in terms of administrative and staff support from others in the school? Both of these questions need to be answered.

Stefflre (35) discusses the major issues of the counselors' responsibilities in terms of theoretical nature and function. He writes about the issues as a conflict between the guidance approach and the services approach. Froehlich (12) and Humphreys, Traxler, and North (21) also suggest the "approach" as the cause for conflict.

Farwell and Peters (9) see the cause for conflict of responsibilities as specifically a services approach. The services are viewed as psychological, sociological and physiological. Arbuckle (2) listed similar issues and wrote about "dissension, stress, and strain in the ranks of counselors, counselor educators and state department officials" over the conflict about the type of services approach.

The differences which concern format rather than "points of view" are analyzed by Hatch, Dressel and Costar (17). To meet the obligations for meeting the needs of students they suggest the following services as integral programs:

1. Pupil-Inventory Service
2. Information Service
3. Counseling Service
4. Placement Service
5. Follow-up and Evaluation Service

Wren (43), Farwell and Peters (9), Hutson (22), Miller (25), and Froehlich (12) also define the responsibilities of the school counselor as a program made up of a coordinated group of services established within the school.

A more recent issue centers around the needs of students. Wrenn (43, p. 74) defines the issue as "Which student needs the counselors most?" He goes on to view the counselors' responsibilities in their relationship to the whole of society:

He must know his school's program and what it contributes to each child. He must know the immediate community pressures on different groupings of students as well as the expectations of the general culture with which the student will increasingly deal. He must develop a sensitivity to the societal and vocational needs of the decade ahead and discharge his obligation to the student's welfare in the light of projected social change.

All of the literature reviewed refers to the ultimate goal of the counseling program as helping the individual to meet his needs. Several methods of organization and ideas of the content of the program were studied. However, throughout the literature the one responsibility which was mentioned regardless of the method, was the need to provide for manpower. The need to utilize manpower more effectively was stated

by Miller (25, p. 293):

The language of the National Education Act of 1958 leaves no doubt that Congress views manpower utilization as one of the functions of guidance, if not the most important one...any state which desires financial reimbursement under Title V must set forth a program of guidance in the public secondary schools which is designed "to advise" students of courses of study best suited to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions.

A review of the literature on the national scene reveals a variation as well as consensus of opinions concerning the professional responsibilities of the school counselor in the secondary school. This concern is also evident in Oklahoma.

Oklahoma

The most significant evidence in Oklahoma of an attempt to identify the responsibilities of the school counselor was made by the Oklahoma Curriculum Improvement Commission in June, 1958. The Commission authorized the appointment of a state committee for a three-year period to study the needs of guidance and counseling services in the schools of Oklahoma. A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12 was published in January, 1961. The Commission saw the job of the counselor as essentially one of administering the guidance program. They listed the following responsibilities (28, pp. 24-26):

1. Provides leadership in the orientation of the staff.
2. Consults with teachers and the administrator with regard to pupil problems.
3. Establishes and maintains rapport with students and with teachers.
4. Establishes and maintains contact with parents.
5. Provides leadership in the development, administration and use of standardized tests.

6. Provides leadership in the development of and supervision in the maintenance of cumulative records.
7. Provides leadership in establishing and maintaining a library of occupational and educational information for students, as well as a professional library for the staff.
8. Administer the placement program.
9. Provides the leadership in conducting follow-up studies of both graduates and drop-outs.
10. The counselor is a member of the school guidance committee and functions as a resource person to the committee.
11. The counselor uses community referral sources.
12. The counselor arranges necessary conference with parents, teachers and staff members.

Small (34) was interested in how Oklahoma counselors viewed their job. He wanted to know what duties and responsibilities claimed most of their time and which ones did they consider most important. One hundred high school counselors in 43 schools participated in the study. His findings indicated that counselors spent much of the time allocated to guidance to assignments which were not properly designated as guidance functions. He reported, however, that most of the counselors were performing the same responsibilities as those recommended by the Commission.

"The goal of counseling is to help a person become more mature" is the service approach suggested by Hobson (19, p. 1). He recommends the interview as the "heart" of counseling and it is the responsibility of the counselor to be proficient in this area.

Vineyard (42, p. 16) focuses the attention of the counselor upon three major responsibilities:

1. In counseling individual pupils, he helps them to understand themselves--their strengths and weaknesses, assets and liabilities.
2. In working with teachers and other staff members, the role of the counselor is primarily that of a resource person who aids teachers in understanding the pupils they teach.
3. In his community contacts the counselor serves as a liaison between the school and service agencies, employers, and parents.

A survey by Ashcraft (4) of five states including Oklahoma, New Mexico, Texas, Kansas, and Arkansas proposed a conflict of purpose between actual working conditions and the responsibilities listed by the American School Counselor Association. Major difficulties counselors experienced in the performance of their duties in order of frequency were:

1. Finding the time for proper test interpretation.
2. Responsibility for large amount of clerical duties.
3. Inadequate means of informing students of educational and vocational information.
4. Lack of clerical assistance.
5. Lack of adequate orientation for transfer students within the school year.
6. Lack of philosophy of guidance common to the entire school system.
7. Providing pre-school orientation.
8. Lack of written policies concerning the specific duties of the counselor.
9. Assignment of duties not related to guidance or counseling.

Swan (37, p. 689) asks, "...are there not additional ways the counselor can be involved in curriculum?" He identifies the counselor as the major source for dissemination of curricular information.

A survey of the literature indicates that considerable attention has been given to the study of what the school counselors' professional responsibilities are and should be. Controversial points are indicated for the functions and responsibilities of the school counselor. The purpose of this study was to investigate the school counselors' responsibilities in relation to other school staff. This question, which will be reviewed in the section to follow, has elicited as much diversity of materials as that which was previously presented.

Related Studies

A survey was made for the findings of previous studies which were related to the professional responsibilities of the school counselor. Studies were found which included counselors, parents, teachers, administrators, students, and boards of education. The studies reported herein include only those which involve the counselor, administrator and teacher.

A study by Oelke (27) for the Georgia State Department of Education investigated 87 responsibilities of 300 counselors in Georgia. He reported that counselors devoted a major portion of their time to giving information and counseling, but could not agree on the importance of any single responsibility. Oelke summarizes (27, p. 19):

Whether it varied because of the school administration, because of the training program of the counselor, or because of the counselor's personal orientation, the fact remains that we have not achieved any substantial agreement among the counselors concerning just what activities constitute the legitimate function of the school counselor in Georgia.

Several years later Shumake (32) designed a Counselor Function Inventory with 75 responsibilities. The Inventory was administered to 100 counselors and 100 principals in Georgia. The purpose of the study was to investigate the perceptions of counselors and principals when grouped by age, sex, counselors per school and counselees per counseling hour. Shumake (32, p. 184) reported:

The variables that accounted for the largest number of significant differences in comparing the perceptions of the principals and counselors were: (a) comparisons of the fifth-year certified principals and counselors, (b) comparisons of ages from 51 to 60 of principals and counselors, (c) comparisons of principals and counselors in schools having 100-200 counselees per counseling hour, (d) comparisons of the Class AA principals and counselors, (e) comparisons of Class B principals and counselors, and (f) comparisons of principals and

counselors in schools having fewer than 100 counselees per counseling hour.

Counselors and principals from 48 secondary schools in Missouri were studied by Schmidt (30). He developed 50 statements: 25 appropriate responsibilities and 25 inappropriate responsibilities. He wrote the following summary (30, p. 604):

1. Both the secondary school counselors and their principals tended on the average to perceive a significant and substantial positive relationship between the actual and ideal roles of the counselor.
2. The counselor did not perceive a greater similarity between their actual and ideal roles than did the principals.
3. The relationship between the counselors' and principals' perceptions of the counselor's actual role is on the average positive and significant but the correlation does leave over 60 per cent of the variation in one role unaccounted for by the variation in the other.
4. The relationship between the counselors' and the principals' perceptions of the counselor's ideal role is on the average positive and significant but the correlation again leaves over 60 per cent of unexplained variation.
5. An examination of the responsibilities receiving the greatest and the least cumulative weights reveals a generally high agreement among the counselors and the principals on the responsibilities considered to be most like and least like the counselor's roles. Much of the disagreement seems to be on the responsibilities placed away from the extremes of their Q-sort distributions.

Purkey (29) explored the areas of counselor-principal conflict through an adaptation of Schmidt's critical incident technique. The sample for his study was 61 matched pairs of counselors and principals selected from high schools in Missouri. A list of 16 critical incidents was prepared from the four general areas of dealing with individual pupils, performing nonguidance tasks, dealing with the public, and working with nonlocal professional groups. Results showed that principals consistently viewed the counselor as a technician who carried out the professional judgments of others. The counselors were inconsistent in their perceptions of their own roles, sometimes agreeing with the

principals and sometimes disagreeing. It was concluded that conflicts in role perception exist between Missouri counselors and principals.

Fredrick (11) attempted to identify and compare the concepts of the actual and ideal roles of the secondary school counselor as held by counselors, principals and teachers in 31 Missouri secondary schools. The schools chosen to participate were those in which there had been no change in either counselor or principal since Schmidt's study several years earlier. Fredrick concluded (11, p. 3):

- (1) Teachers do not perceive as great a relationship between the actual and ideal role of the counselor as do counselors and principals.
- (2) When the actual role and ideal role of the secondary school counselor are perceived separately, counselors, teachers, and principals will show a substantial correlation in their perceptions of the ideal role of the secondary school counselor, but will be somewhat limited in their agreement as to the perceptions of the actual role, particularly with regard to personnel working in urban schools. However, the perceptions of teachers are not likely to be so similar to those of either counselors or principals as are the perceptions of counselors and principals with one another.
- (3) There is a great deal of similarity among teachers, counselors, and principals regarding their perceptions of the appropriateness of the duties comprising the counselor's function in the secondary school. Specific duties can be differentiated as to their appropriateness or inappropriateness.

Truax (41) investigated effective and ineffective performance of counselors. He used the critical incident technique and collected data from counselors, teachers, administrators and counselor trainees in small high schools throughout the United States. The critical incidents were organized in seven areas of responsibilities: (1) providing services to students as individuals, (2) providing services to students in groups, (3) providing services and maintaining relationships with the school staff, (4) maintaining relationships between the school and the community, (5) contributing to the general school program, (6) accepting

personal responsibility and (7) accepting professional responsibility. Providing services to students as individuals was the area designated most frequently as that in which the counselors were most effective. It was also the area in which counselor's performance was most ineffective.

Two secondary school studies (43), the "Commission on Guidance in American Schools" and the "Project for the Identification, Development, and Utilization of Human Talents," dealt with different national groups of counselors. Wrenn (43, pp. 114-115) comments on the data from these two studies:

Principals consider themselves, teachers who administer tests, core curriculum teachers, and many others as "guidance workers." So they are, but the concept of guidance thus becomes quite widely diffused. . . . The counseling duties ranking highest in frequency for these schools are clearly those of "counseling for college" and "counseling for high school program." The low ranking of vocational counseling suggests a disturbing absence of what many assume to be a vital counseling area for adolescents.

A study by Grant (16) of schools in New York showed 56 per cent of the counselors felt they should handle personal-emotional counseling. However, only 27 per cent of the administrators and 33 per cent of the teachers thought counselors should work in this area. On the other hand, in the area of vocational guidance, 80 per cent of the counselors and administrators, and 76 per cent of the teachers agreed on this area as part of the counselor's professional responsibility.

Hitchcock's (18, pp. 27-73) study of 1,282 counselors in 1,255 schools throughout the United States also found counselors to differ in opinions of their professional responsibilities. For example:

Of 986 counselors who now assist pupils who are failing school work, 41 per cent do not feel it is their job.

Of 1,154 counselors who now assist pupils with course planning, 40 per cent do not feel it is their job.

Of 1,152 counselors who now assist pupils with occupational plans, 40 per cent do not feel it is their job.

Of 1,101 counselors who now assist teachers with pupils' problems, 37 per cent do not feel it is their job.

Of 893 counselors who now interpret test results to teachers, 33 per cent do not feel it is their job.

Of 499 counselors who now sit in on case conferences with other counselors, 29 per cent do not feel it is their job.

Of 614 counselors who now serve on curriculum planning committees, 29 per cent do not feel it is their job.

Of 875 counselors now counseling with parents of failing pupils, 34 per cent do not feel it is their job.

Similar results were obtained when studying the counselors' duties in the field of occupational and education information, placement duties, public relations, and working with other youth serving workers and agencies.

Nejedlo (26) attempted to show that where counselors and administrators shared similar value orientations they would agree on counselor role expectations. As the results indicated, however, no relationships were found to exist.

A survey of attitudes was made by Dunlop (7) among counselors, high school administrators, parents and high school seniors in California. The purpose of the study was to determine the appropriateness of counselor performance associated with counselor responsibility. It was found that all groups reacted favorably to the counselor as a performer of tasks associated with educational and vocational counseling. Significant differences were observed in respondents' reactions to tasks and task groups otherwise categorized. Dunlop concluded (7, p. 1028): "It would appear that there is no universally acceptable role definition for the high school counselor."

Sweeney (39) tested for differences in the perceptions of the counselors and administrators in Ohio. He reported that counselors and administrators assigned similar priorities to the following counselors' responsibilities: (1) providing services to individual students, (2) establishing and maintaining staff relationships, (3) establishing

and maintaining community relationships and (4) promoting the general school program. However, administrators ranked these responsibilities with significant differences.

Summary

The studies cited in this chapter point out the scope of the issues and studies involving the professional responsibilities of the school counselor. The following is recognized:

- (a) Counselors and counselor-educators are concerned about the clarification of the counselors' responsibilities.
- (b) There is a changing of attitudes on the part of the educational profession concerning the responsibilities of the counselor.
- (c) The impetus for the study of the responsibilities of the counselor was provided by the National Defense Education Act of 1958.
- (d) Some counselors seem to be doing a variety of things they feel they should not do.
- (e) Variations may exist between what counselors, teachers and administrators see the professional responsibilities of the counselor to be.
- (f) Recognition of the need to determine policies and standards for counselors is evidenced in the statement of policy by the American School Counselor Association.

It is toward an examination of these concepts that this study is directed.

CHAPTER III

METHODS AND PROCEDURES FOR THE STUDY

The purpose of Chapter III is to explain the methods and procedures utilized in development of the study. This chapter provides information relative to: (1) the development of the Inventory, (2) the preliminary tests of the Inventory, (3) the selection of the population for the study, (4) the procedure for statistical analysis of the data and (5) the collection of the data.

Construction of the Inventory

The events described in Chapter II cleared the way for acceptance by the American School Counselor Association (ASCA) of the policy statement on the counselor's role in March of 1964. The section from the policy statement entitled "Proposed Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors" is reprinted in Appendix A. The policy statement is an outcome of a Counselor Role and Function Study conceived during the summer of 1962 by a national planning committee of the American School Counselor Association. This committee held a national conference to determine the objectives and general design of the study. Conference participants were regional co-chairmen and state chairmen from the six ASCA regional districts. After the conference, local group chairmen were appointed within each state and were asked to prepare a statement about the responsibilities of the school

counselor. Divisions of the American Personnel and Guidance Association and the U. S. Office of Education also participated in the study. Reactions were obtained from the presidents and executive councils of the National Association of Secondary School Principals and the American Association of School Administrators. The final outcomes of the study were the development of the policy statement and the appointment of a counselor role committee to be responsible for the implementation of the policy statement. The policy statement sets forth the essential factors needed to identify the responsibilities of the counselor. For this reason, the decision was made to construct an instrument which would include the responsibilities of the school counselor from the policy statement of the American School Counselor Association.

The correspondence for request to use the policy statement and statements of approval and authorization from the American School Counselor Association are reprinted in Appendix D.

The responsibilities listed in the policy statement consisted of ten categories. They are (1) planning and development of the guidance program, (2) counseling, (3) pupil appraisal, (4) educational and occupational planning, (5) referral work, (6) placement, (7) parent help, (8) staff consulting, (9) local research and (10) public relations. These ten categories of counselors' responsibilities contained a total of 48 responsibilities.

One statement did not appear on the instrument because it was judged to be not inclusive of the responsibilities of Oklahoma counselors. The 47 responsibilities when grouped by categories are reprinted in Appendix N. Judgments on the validity of the statements are discussed in the section of this chapter about the preliminary field test.

The instrument developed for the purpose of this study was entitled Counselor Role and Responsibility Inventory. The Inventory is reprinted in Appendix E. The respondents were asked to respond to the Inventory according to the following directions:

Read each of the statements and then answer according to the following:

P - The counselor has primary responsibility for this function, although he may not personally perform the function.

S - The counselor shares with the principal and/or teacher in planning and performing this function, but he does not have primary responsibility for the function.

N - The counselor has no direct responsibility for this function.

Indicate your opinion by drawing a circle around the **(P)** if you agree he should have primary responsibility; if you think he should share the responsibility, around the **(S)**; and around the **(N)** if you think he should have no responsibility.

There are no right or wrong answers, so please answer these statements according to what you perceive the guidance program to be in your school. The best answer to each statement is your personal opinion.

In addition to the 47 responsibilities in the Inventory the respondents were also asked for the following information:

- A. Present position (teacher, counselor or principal).
- B. Number of years employed in your present position at end of this academic year.
- C. Number of years in the present school system at the end of this academic year.
- D. Number of years in the educational profession at end of this academic year.
- E. Highest academic degree.
- F. Number of academic credits beyond the BA degree.
- G. Sex.
- H. Age.
- I. Current marital status.
- J. Do you have children?
- K. What was your undergraduate major?
- L. Size of enrollment in your school.

Preliminary Tests of the Inventory

During the summer of 1965 permission was granted by instructors of selected graduate classes at Oklahoma State University, Central State College, and Oklahoma City University to use their class periods for the tests. Tests and measurements, guidance and counseling, and school administration classes were used. The classes included 70 teachers, 18 administrators and 38 counselors. The participants were asked to read the directions on the cover and on the first page of the Inventory and to respond to the items. An evaluation sheet was provided for written comments about recommendations for changes. After the participants had written their comments, they were asked to read the directions, to examine each of the 48 statements on the Inventory and to write their comments. A group discussion in the classroom followed each session. The recommendations from these groups were responsible for several changes in the wording of the statements; these were primarily for a change of verbs. The groups also agreed that the following responsibility was not applicable to most Oklahoma counselors: "Takes advantage of available data-processing equipment for facilitating the processing and transmission of pupil data." This item was removed from the Inventory.

Garrett (13, p. 354) discusses the validity of any measuring instrument as valid for a particular purpose or in a particular situation. He writes, "The validity of a test, or of any measuring instrument, depends upon the fidelity with which it measures what it purports to measure." The purpose of this study was to investigate the perceptions of school staffs of the counselors' responsibilities as defined by the policy statement of the American School Counselor Association. Thus, the need to judge the instrument in terms of measuring what is desired to be

measured is the test for validity. To judge further the value of the Inventory before the field test, it was submitted to educators to determine their judgments.

Four counselors, teachers and principals in seven Oklahoma City senior high schools, a guidance consultant with the Guidance Division of the Oklahoma State Department of Education, and selected staff members of the Department of Education and Department of Psychology at Oklahoma State University, University of Oklahoma, Central State College, and Northeastern State College participated in this test. These educators were interviewed and were asked to comment on the clarity of instructions and the format of the Inventory. All items were judged of sufficient importance and clarity to be included as a part of the Inventory.

Preliminary Field Test of the Inventory

The test-retest method was used to demonstrate the reliability of the responses to the Inventory. The total population of the study was subdivided into groups before the selection of the random samples. Fifteen counselors, teachers and principals or a total of 45 participants from the total population of the study were chosen by means of a table of random numbers.

The Inventory was first administered during the last week of October, 1965. The second administration of the instrument was in March, 1966, approximately five months after the first administration.

The test of significance to measure the reliability of the responses to the instrument was chi-square. Since these data do not meet the requirements of at least an equal-interval scale, a nonparametric measure of correlation or test of significance is appropriate.

Siegel (33, p. 199) describes the use of chi-square for this purpose:

In testing the significance of a measure of association, we are testing the null hypothesis that there is no correlation in the population, i.e., that the observed value of the measure of association in the sample could have arisen by chance in a random sample from a population in which the two variables were not correlated...in the course of computing the value of C (contingency coefficient) we compute a statistic which itself provides a simple and adequate indication of the significance of C. This statistic, of course, is chi-square. We may test whether an observed C differs significantly from chance simply by determining whether the chi-square for the data is significant.

He concludes his description with the following example (33, p. 200): "If the chi-square for the sample values is significant, then we may conclude that in the population the association between the two sets of attributes is not zero."

The chi-square for the two administrations of the Inventory was 23.91. The null hypothesis of no correlation is rejected at the .001 level of significance. The contingency coefficient is significantly different from zero.

Selection of the Population for the Study

The problem of this study is to determine if there are significant differences in the perception of the professional responsibilities of the school counselor as perceived by certain Oklahoma counselors, teachers, and principals.

To identify the counselors, principals and teachers it was necessary to establish a criterion for selection of the population for the study.

The Guidance Division of the Oklahoma State Department of Education reported that 244 school districts participated in Title V-A programs

for the school year 1965-66. This compared with 239 districts in the school year 1964-65. Over 83 per cent of the high school students in Oklahoma attended schools in these districts. Two "major" school systems in the state not participating in the Title V program were Stillwater and Alva. The Guidance Division also reported that there would be more guidance programs in Oklahoma if certified personnel were available. From an analysis of the number of students in Title V participating schools, and the number of districts in the program, the decision was made to select the population for the study from high schools participating in the Title V programs.

A list of the names of high school counselors in Title V participating schools was obtained from the Guidance Division of the State Department of Education. From this list the schools were identified. Records from the Finance Division of the State Department of Education were used to obtain names of teachers and principals, as well as number of years employed in the school. To insure a minimum of one year's work experience in the same guidance setting, a prerequisite for the selection of participants in the study was the length of employment in the same school. All participants must have served in the same school building during the school years 1964-65 and 1965-66. The names of schools in the study are reprinted in Appendix B.

Another reason for the use of Title V schools was the basic provisions for participation in Title V of the National Defense Education Act of 1958. It requires a program for testing and guidance. Information and regulations relating to Title V are reprinted in Appendix C.

In October, 1965, records were made available in the Finance Division of the State Department for selection of the teachers, counselors

and principals already identified from the previous year. A total of 295 counselors in 189 schools was first identified. If at least one counselor did not return, the school was not included in the study. From the list of 189 schools, 187 principals and 4,097 teachers were identified as employees in the same building during the years 1964-65 and 1965-66. The 295 counselors, 187 principals, and a random sample of 200 teachers from the total of 4,097 were selected as the population for the study.

Statistical Treatment

The chi-square test was used on each of the 47 statements of the Inventory to ascertain whether a significant difference existed between the responses of the counselors, principals and teachers. This test was also used to investigate for differences between the variables of years employed in present position, school system and educational profession; highest degree and number of credits; sex; age; current marital status; children; undergraduate major; and size of the school enrollment.

The chi-square values were computed to test the null hypotheses introduced in Chapter I. This function is reported by Siegel (33, p. 175):

When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the chi-square test may be used to determine the significance of the differences among "k" independent groups. The chi-square test for "k" independent samples is a straightforward extension of the chi-square test for two independent samples...the null hypothesis is that the "k" samples of frequencies or proportions have come from the sample population or from identical populations. This hypothesis, that the "k" samples do not differ among themselves, may be tested by applying formula:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

The null hypothesis will be rejected if the observed value of chi-square is such that the probability associated with its occurrence is equal to or less than .05.

The data were key punched into cards, verified, and processed through the IBM 1410 computing facilities of the Computing Center at Oklahoma State University.

Collection of Data

Before actual construction of the Inventory was started, previous research was reviewed to find what proven techniques could be used to strengthen the study. The purpose of the review was to determine what concepts could be used to increase the percentage of responses.

A survey of the literature about the use of questionnaires in a study indicated that considerable attention had been given to the development of the statements or questions. However, little attention was devoted to the construction of cover letters, adequate instructions, and mailing and follow-up procedures.

Several procedures were incorporated into the data collection which were not discussed in the literature. First, the schema of dates for mailing the Inventory and follow-up letters covered a period of 24 days. All mailings were made on Fridays to insure delivery on Mondays. Second, to call attention to the importance of the study or a follow-up plea, a message was written on colored paper and inserted in the envelope with the other materials. See Appendix E for a reprint of the Inventory and Appendix F for follow-up letters and enclosures.

On Friday, April 15, 1966, the Inventory was mailed to all participants in the study. A postal card was mailed as a follow-up one week later. On this same date a letter was mailed to all schools with two or more members who had not responded. The letter was sent to one of the participants in the study and listed the names of the people in his building for whom Inventories had not been received. On Friday, April 29, two weeks from the first mailing, a second Inventory was mailed. On that date 68.79 per cent of the Inventories had been returned. Responses received after Tuesday, May 10, were not included in the study.

Of the original 200 teachers, 15 were used in the pre-test and two were transferred or unknown. When these 17 are not considered a part of the study, the percentage of returns for teachers was 94.54 or a total of 173 Inventories returned.

Of the original 187 principals, 15 were used in the pre-test and four were transferred or unknown. When these 19 are not considered a part of the study, the percentage of returns for principals was 97.02 or a total of 163 Inventories returned.

Of the original 295 counselors, 15 were used in the pre-test and four were transferred or unknown. When these 19 are not considered a part of the study, the percentage of returns for counselors was 85.14 or a total of 235 Inventories returned.

A total of 682 counselors, teachers and principals were selected for the study. Of this number 45 were used in the test for reliability and are not included in analysis. A total of 637 Inventories were mailed to the counselors, teachers and principals who had not participated in the pre-test. Ten had moved to another city or transferred to another

school. Of the remaining 627 in the study, 571 responded. The percentage of returns was 91.07.

The purpose of this chapter was to explain the methods and procedures used in the study. The following chapter includes the analysis of the tests which were made in accordance with the methods and procedures described in the chapter and the hypotheses discussed in Chapter I.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to report and analyze the data of the study involving the professional responsibilities of the counselor as perceived by teachers, counselors and principals in Oklahoma. The data treated in the study were obtained from the responses to the Counselor Role and Responsibility Inventory. The 47 responsibilities are reported in the proposed guidelines for implementation of the policy statement of the American School Counselor Association (Appendix A). The policy statement also divides the 47 responsibilities of the counselor into ten specialized areas or categories. The analysis of these data is accomplished by grouping the 47 responsibilities into these ten categories: (1) planning and development of the guidance program, (2) counseling, (3) pupil appraisal, (4) educational and occupational planning, (5) referral work, (6) placement, (7) parent help, (8) staff consulting, (9) local research and (10) public relations.

Of the total of 571 respondents, 173 are teachers, 235 are counselors and 163 are principals. The respondents were asked to indicate their opinions about each of the 47 responsibilities by designation of one of the following levels of responsibility: (1) The counselor has primary responsibility for this function, although he may not personally perform the function; (2) The counselor shares with the principal and/or teacher in planning and performing this function, but he does not have

primary responsibility for the function; or (3) The counselor has no direct responsibility for this function.

These data were reported and treated statistically through the utilization of the chi-square test of significance. By calculating the chi-square (X^2), the probability (P) that chance factors alone might account for the difference was determined. The chi-square test was made for each of the 47 counselors' responsibilities to determine significant differences between the responses of teachers, counselors and principals, and to determine significant differences between the responses when grouped by the following classifications: (a) years employed in present position, (b) years in profession, (c) academic credits beyond the bachelor's degree, (d) sex, (e) age, (f) marital status, (g) undergraduate major and (h) size of school enrollment.

Data for the chi-square tests appear in table form in the appendices. Table I in Appendix H provides a summary of responses from teachers, counselors and principals to the responsibilities in the Inventory. Table II in Appendix I reports responses of teachers, counselors and principals at the .05, .01 and .001 levels of significance when arranged by the eight classifications (a), (b), (c), (d), (e), (f), (g) and (h) described in the previous paragraph. Table III in Appendix J reports teachers', Table IV in Appendix K reports counselors' and Table V in Appendix L reports principals' responses at the same levels of significance and groups as Table II.

The percentages reported in Tables I, II, III and IV total 100 per cent due to rounding to the nearest whole number. For .05, .01 and .001 probabilities reported in the study, the expected frequencies are sufficiently large to meet the size requirements for the chi-square test.

Also, variations in the number responding to items are noted because some respondents failed to rate all items.

Planning and Development of the Guidance Program

Of the six counselors' responsibilities in this category, responsibilities two and six with probabilities of .01 and .05 respectively indicate the major differences among teachers, counselors and principals. Responsibility five, with a probability of .80, provides not only the highest levels of probability among the three groups in this classification, but one of the highest levels of the 47 responsibilities in the study.

Responsibility 1: Defines the Objectives of the Guidance Program

The data from the study of the total responses between teachers, counselors and principals suggested that they did not differ for this responsibility. The cause for the low probability of .20 was due to the variation of the counselors' responses. No significant differences were found between the three when grouped by the classifications with the exception of the school enrollment ($P=.05$).

The responses among teachers indicated no differences about the responsibilities of counselors except when classified by size of school enrollment ($P=.01$). Teachers in schools with enrollment below 500 and over 1000 viewed this responsibility as a "shared" one; however, teachers in schools with enrollments between 500 and 1000 are divided between "share" and "primary" responsibility of the counselor. Responses among counselors are significantly different at .05 when classified by number of credits beyond the bachelor's degree. The majority of counselors with

30 or more credits favored the "share" response; counselors with less than 30 credits favored the "primary" response. No significant differences occurred among principals when grouped by classifications.

Responsibility 2: Identifies the Guidance Needs of Pupils

The greatest differences between responses of teachers, counselors and principals were found in this responsibility ($P=.01$). No significant differences among the three were found when grouped by classifications.

The study of responses among teachers, counselors and principals revealed no significant differences when grouped by classifications.

Responsibility 3: Develops Plans for Action

Differences among teachers, counselors and principals were not significant for this responsibility ($P=.10$). Some deviation was noted among teachers' responses when compared with counselors and principals.

Responses among counselors are significantly different at .01 when grouped by the classification of sex. Male counselors were almost equally divided between "share" and "primary"; female counselors favored the "share" response by two to one. No other differences occurred.

Responsibility 4: Coordinates Various Aspects of the Guidance Program in a Meaningful Sequence of Guidance Services

No differences appeared in the study between teachers, counselors and principals for this responsibility ($P=.20$), nor are differences noted when they are grouped by classifications.

Data did not reveal statistically significant differences between teachers, counselors and principals when grouped by classifications.

Responsibility 5: Develops Continued Guidance Program
Planning and Curriculum Development

Responsibility five, with a probability of .80 provided the greatest consensus between teachers, counselors and principals to the responses of the 47 responsibilities in the Inventory. A study of the per cent of responses in Table I indicated this responsibility received almost identical responses from teachers and principals. Counselors were more in favor of the "share" response. Two classifications were significant: (1) number of years in the profession ($P=.05$) and (2) age ($P=.001$).

No significant differences were found among teachers when grouped by classifications. However, when counselors were grouped by credits beyond the bachelor's degree, the differences in responses were significant at .05. Though the number of counselors with less than 30 credits was small, their responses deviated from the responses of counselors with 30 or more credits. This was also noted in Responsibility 1. Principals differed in number of years in the profession ($P=.05$) and age ($P=.01$).

Responsibility 6: Evaluates the Program and Assists Other Members
of the School Staff in Evaluating Their
Contributions to Guidance Services

This was the second of the two statistically significant responsibilities in this category of counselors' specialized areas ($P=.05$). The data indicated the cause for this difference was the variation of responses between counselors. Responses between teachers and principals seemed to agree for this responsibility. The responses from counselors were decidedly different. A study of the responses when grouped by classifications showed no differences.

There were no significant differences among teachers, counselors and principals when grouped by classifications.

Counseling

Two of the three probabilities between teachers, counselors and principals relative to the three counselors' responsibilities in this category were highly significant at the .001 level of confidence.

Responsibility 7: Assists the Pupil to Understand and Accept Himself as an Individual

The chi-square of 32.34 reported in Table I was significant at the .001 level of confidence. It was also the largest chi-square which was reported from the study of the responses between teachers, counselors and principals. Causative factor for this difference was that principals and counselors favored the "primary" response. The majority of teachers indicated the "share" response. Credits beyond the bachelor's degree was the only classification which indicated differences between the three ($P=.01$). Respondents with over 40 credits designated the "primary" response; whereas, respondents with less than 40 credits designated the "share" response.

The study of data for differences among teachers, counselors and principals for this responsibility pointed out one significant difference: Responses of principals in small schools did not agree with principals in the larger schools ($P=.01$).

Responsibility 8: Furnishes Personal and Environmental Information to the Pupil, as Required, Regarding His Plans and Problems

No significant differences appeared between teachers, counselors and principals. However, the total of the responses suggested that more principals and counselors saw this as a "primary" responsibility of the counselor than did teachers. No difference occurred between classifications.

The data disclosed no significant differences among teachers, counselors and principals when grouped by classifications.

Responsibility 9: Seeks to Develop in the Pupil a Greater Ability to Cope With and Solve Problems

Again, the major differences ($P=.001$) were the same as the two previous responsibilities. Teachers' responses tended to deviate from the responses of counselors and principals. The majority of teachers viewed this as a "shared" responsibility. The responses of counselors and principals were evenly divided between "share" and "primary."

No differences were disclosed among the three when grouped by classifications.

Pupil Appraisal

As a specialized area of the responsibilities of the counselor, this category received greater concurrence to the responses than others in the study. Of the 47 probabilities reported for the study of the total groups of counselors, teachers and principals, only seven had levels of confidence higher than .30.

Responsibility 10: Coordinates the Accumulation of Meaningful Information Concerning Pupils

Of the three responsibilities in the category, this one denoted less differences to the responses between teachers, counselors and principals ($P=.70$). When grouped by classifications, credits beyond the bachelor's degree were significant at .01 level of confidence. Respondents with less than 29 credits slightly favored the "primary" response; respondents with more than 29 credits decidedly favored the "primary" over the "share" and "none" responses. Respondents did not mark the "none" response for this responsibility.

The credit classification was also significant among principals ($P=.05$). Principals with less than 30 credits were evenly divided between the "share" and "primary" responses. Responses of principals with credits between 30 and 40 favored "primary" over "share" by three to one. Principals with over 40 credits favored "primary" over "share" by ten to one. No other differences occurred among teachers, counselors and principals when grouped by classifications.

Responsibility 11: Coordinates the Organization and Maintenance of Confidential Files of Pupil Data

No significant differences were determined between teachers, counselors and principals as a total group ($P=.30$). Nor were differences disclosed when grouped by classifications.

No differences among teachers, counselors and principals were in evidence when grouped by classifications. The low chi-square average of 2.59 with a range from .66 to 7.60 suggested small differences to the responses among the three when grouped by classifications.

Responsibility 12: Interprets Pupil Information to Pupils, Parents, Teachers, Administrators, and Others Professionally Concerned with the Pupil

This responsibility had the lowest probability of the three in the category, yet it was not statistically significant ($P=.10$). Though it is not significant at this level of confidence, the per cent of responses suggested that counselors saw this as a "primary" responsibility. Teachers and principals favored this response, but not to as great extent. No differences occurred when grouped by classifications.

The data indicated no differences among teachers, counselors and principals when grouped by classifications. Low chi-squares were also noted for this responsibility.

Educational and Occupational Planning

Three of the six responsibilities in this category were significant at the .01 and .05 levels of confidence. Of the remaining three responsibilities, one suggested a higher level of agreement to the responses at .70 and two were lower at .20 and .10.

Responsibility 13: Identifies Pupils With Special Abilities or Needs

The data from the study identified this counselors' responsibility as the most significant between teachers, counselors and principals of the six in the category ($P=.01$). The responses of principals favored the "primary" responsibility for counselors. Teachers and counselors favored the "share" response. Other differences between the three were not significant when grouped by classifications.

Responsibility 14: Assists the Pupil and His Parents in Relating the Pupil's Interests, Aptitudes, and Abilities to Current and Occupational Opportunities

Though differences were evident at the .05 level of confidence, teachers, counselors and principals favored the "primary" response. Major differences were noted in the responses of the teachers. They were evenly distributed between "primary" and "share," while the majority of counselors and principals favored the "primary" response. When grouped by classifications two tests were significant between teachers, counselors and principals: (1) number of years in the profession ($P=.05$) and (2) number of credits beyond the bachelor's degree ($P=.05$). Two major differences in responses were noted when the total group was studied for years in the profession: (a) respondents with less than six years' experience were divided between the "primary" and "share" responses and (b) respondents with more than 13 years' experience favored the "share" response. The data on the number of credits suggested that, as the number of credits increased, the number of "primary" responses also increased.

The study of the responses among teachers, counselors and principals showed small chi-squares and no significant differences.

Responsibility 15: Collects and Disseminates to Pupils and Parents Information Concerning Careers, Opportunities for Further Education and Training, and School Curricular Offerings

The high probability of .70 provided the least difference between teachers, counselors and principals of the responsibilities in this category. When grouped by classifications no differences were indicated.

Data did not reveal statistically significant differences among teachers, counselors and principals.

Responsibility 16: Assists Pupils and Parents in Understanding Procedures for Making Applications and Planning for Financing the Pupil's Educational Goals Beyond High School

This responsibility was not significant at the .20 level of confidence. However, responsibilities to this point had few "none" responses. This was the first responsibility to indicate differences, though not significant, between "primary," "share" and "none" responses. When the total population was grouped by size of the school enrollment, significant differences were indicated ($P=.01$). One cause for this difference was the larger number of "none" responses made by respondents from larger schools.

A study of the teachers suggested differences about the responsibilities of the counselor when classified by undergraduate major ($P=.01$). A review of the responses pointed out at least three causes for these differences: (a) language arts and a miscellaneous category of teachers had two per cent more of the "none" responses than others did, (b) the majority of the language arts, math-science and social studies teachers favored the "primary" responses and (c) business education teachers favored the "share" responses. Another significant difference was found among counselors. Differences were indicated when classified by single, married and divorced-widowed ($P=.05$). One of two of the married counselors marked the "shared" response; and only one of seven divorced-widowed and single counselors marked the "shared" response. No other significant differences occurred.

Responsibility 17: Consults With School Administrators and Members of the School Faculty Relative to the Curricular Offerings Which Will Meet the Abilities, Interests and Needs of the Pupils

A significant difference was not indicated between teachers, counselors and principals for this responsibility ($P=.10$). However, a study of the principals' responses showed a deviation from the responses of teachers and counselors. One out of every two principals marked this as a "primary" responsibility; the ratio of teachers and counselors marking this response was much higher. No other differences were noted between the groups.

The only significant difference among teachers, counselors and principals was the age classification for principals ($P=.01$). Major variation was between the responses of principals who were younger than 40 years and older than 40 years.

Responsibility 18: Assists in the Educational and Occupational Planning of Pupils Who Have Withdrawn or Who Have Been Graduated From the School

Differences between teachers, counselors and principals were significant at the .01 level of confidence. Only three responsibilities had as large of a number of "none" responses as this one. The major observation drawn from the review of the responses was that not only were there differences between groups, but they did not agree among themselves. Another high degree of disparity was inferred when the total population was grouped by the classification of enrollment ($P=.001$). This had the largest chi-square earned in this classification and in the entire study. Other differences were not indicated.

The responses among teachers, counselors and principals were also significant when grouped by the enrollment classification. The responses of teachers and counselors differed significantly at the .05 level of confidence. The chi-square for principals' responses was 9.38 and a value of 9.49 was required for significance at .05. An exception to what was reported in the previous paragraph was the responses among teachers. Fifty-seven per cent of the teachers were from schools with enrollments over 1000. Twenty-four per cent of this group marked the "none" response; 21 per cent marked the "primary" response; and 12 per cent marked the "share" response. This responsibility received a larger number of "none" responses than did other responsibilities in the study.

Referral Work

Two of the seven responsibilities were significant at .001 and .05 levels of confidence. This category had the greatest range of probabilities. They ranged from .001 to .80. Also, more differences were noted between teachers, counselors and principals when grouped in classifications in this category than were indicated in previous categories. Among teachers, counselors and principals when grouped by classifications only two statistically significant differences were found. They are discussed in Responsibilities 19 and 22. Since these are the only two significant differences among teachers, counselors and principals in this category, with the exception of these two, reporting will be limited to data from the study between teachers, counselors and principals.

Responsibility 19: Assists Pupils and Parents Who Need Such Services To Be Aware of and To Accept Referral To Other Specialists

Differences between teachers, counselors and principals were not significant at the .10 level; however, a difference in the number of responses was noted. The responses of principals were decidedly different from the responses of counselors and teachers. Counselors and teachers favored the "primary" response, but principals' responses were more equally distributed to the "primary" and "share" responses. When the total population was grouped by classifications, two were significant at the .05 level. The differences between the marital statuses of the group were suggested by the larger number of responses to the "primary" responsibility by single respondents. The second classification was the undergraduate major. No observable variation of the responses was noted.

Differences of responses among teachers when grouped by size of enrollment was indicated ($P=.05$). Four of five teachers from schools over 1000 enrollment favored the "primary" response. Responses from smaller schools were more evenly distributed between the "primary" and "share" responses.

Responsibility 20: Maintains a Close Working Relationship in Referrals to Other Specialists in Pupil Personnel Services

Few differences existed between teachers, counselors and principals as to the choices of responses to this responsibility ($P=.80$). Only Responsibility 5 had this low level of difference between the total of respondents. When grouped by classifications two significant differences were revealed. The number of years employed in the profession suggested differences at the .05 level of confidence. No established pattern was

evident from the study of the responses. A similar pattern was found in the size of the schools, but a more significant difference was indicated ($P=.01$).

Responsibility 21: Identifies Pupils With Special Needs Which Require the Services of Referral Sources Such as the Psychologist or Physician

With the exception of a slight favoritism by principals to the "primary" response, no significant differences were indicated between teachers, counselors and principals ($P=.30$). No other differences between groups were disclosed.

Responsibility 22: Identifies Community Referral Agencies and Their Services

No differences were significant between teachers, counselors and principals for this responsibility ($P=.20$). Differences did exist when grouped by undergraduate major ($P=.05$). All respondents favored the "primary" response. Responses of science-math and social studies teachers seemed to agree; however, responses of business education and language arts teachers deviated from those of other respondents.

Differences were also indicated among principals when grouped by credits beyond the bachelor's degree ($P=.05$). Forty per cent marked the "primary" response; others were evenly divided between the "primary" and "share" responses.

Responsibility 23: Assists in the Development of Referral Procedures and in the Maintenance of Liaison and Cooperative Working Relationships With Community Resources

No differences in the responses to this responsibility of the counselor were suggested between teachers, counselors and principals ($P=.30$).

The data revealed the same relationships when grouped by classifications.

Responsibility 24: Provides a Follow-up Referral of Agency Recommendations to Help the Pupil and/or His Family Work Through the Problems

More counselors viewed this item as a "shared" responsibility. This accounted for the difference in responses between teachers, counselors and principals being significant ($P=.05$). Though the classification for years in the position was not statistically significant, the high chi-square suggested the number of years did have some relationship.

Responsibility 25: Encourages the Development and/or Extension of Community Agencies for Handling Pupil Referrals

This was the most highly significant difference between teachers, counselors and principals in the category of referrals ($P=.001$). Teachers favored the "primary" response; counselors and principals favored the "share" response.

Placement

Three of the five responsibilities in this category were significant at the .001, .01 and .05 levels of confidence. This was the only category with more than one probability level above .30. In addition, 28 per cent of the groupings by classification between teachers, counselors and principals were significant. This was exceeded only by the category for staff consulting.

Responsibility 26: Helps Pupils and Parents to Make a Long-range Plan of Study for the High School Years and Assumes Responsibility for Periodic Review and Revision of Such Plans

This responsibility was significant at the .01 level of confidence. Responses between teachers, counselors and principals were in no way related. Differences in the responses between counselors, principals and teachers were significant at .05 when grouped by years in position. Respondents in their present position between seven and twelve years favored the "share" response, others favored the "primary" response. Size of enrollment was highly significant at .001. Respondents in schools over 1000 were strongly in favor of the "primary" response, under 500 were partial to the "share" response and between 500 and 1000 preferred the "primary" response.

Differences among principals were indicated when grouped by the size of the school ($P=.05$). Responses of principals in smaller schools did not agree with larger ones.

Responsibility 27: Plans With Administrators and Teachers to Provide Appropriate Classroom Placement for Pupils With Special Abilities or Disabilities

The data suggested no differences between teachers, counselors and principals ($P=.50$). However, considerable differences were evident when grouped by several of the classifications. The majority of males favored the "share" response; while females' responses were equally distributed between the "share" and "primary" response ($P=.01$). A strong majority of the married respondents indicated the "share" response; whereas, others were distributed between "primary" and "share"

($P=.05$). The responses from smaller schools did not agree with the large schools. ($P=.05$).

Among teachers, counselors and principals three differences were observed when grouped by classifications. Teachers' responses when grouped by sex were contrary to the responses of the total group. This was suggested by the majority of the female teachers who were in favor of the "primary" response ($P=.01$). The responses from counselors in a school with an enrollment of less than 500 disagreed with the responses from larger schools ($P=.05$); however, counselors in schools over 500 were divided between the "primary" and "share" responses. Although principals favored the "share" response, the responses from principals with less than 40 credits beyond the bachelor's degree differed from others ($P=.05$).

Responsibility 28: Helps Furnish Pupil Data to the Receiving School When a Pupil Transfers, Obtains Pupil Data for New Pupils, and Gives Individual Pupil Data to Educational and Training Institutions, Prospective Employers, and Employment Agencies

This responsibility was highly significant at .001. The majority of the group of teachers marked the "primary" response. Counselors and principals favored the "share" response. This responsibility had the most highly significant differences when the total population was grouped by the classifications. Opposite responses were marked by males and females ($P=.01$). Single and divorced respondents favored the "primary" response while married respondents favored the "share" response ($P=.01$). Most highly significant was the difference between schools with various enrollments ($P=.001$). Schools with enrollments under 500 favored the "share" response, while others were more evenly distributed between "primary" and "share."

The enrollment also proved to be significant among teachers ($P=.05$). However, the differences among counselors were the most significant in this responsibility. When grouped by marital status, single and divorced counselors differed with married counselors ($P=.01$). Male counselors also differed with female counselors between the "primary" and "share" responses ($P=.01$).

Responsibility 29: Assists in Giving Pupils and Parents an Understanding of Procedures for Making Applications for Attending Educational or Training Institutions and for Making Application for Employment

Though teachers, counselors and principals favored the "primary" response for this responsibility, significant differences were indicated at .05. This same pattern was found when the total population in the study was grouped by classifications. Single, married and divorced respondents favored the "primary" responses, but did differ ($P=.01$). Respondents in schools with varying enrollments favored the "primary" responses. Highly significant differences between large and small schools was suggested by the high chi-square of 26.48 which was at the .001 level of confidence.

And in all cases but one, the differences found among teachers, counselors and principals when grouped by classifications still followed the trend of favoritism to the "primary" response. Teachers differed when grouped by number of years in the profession ($P=.05$), but the only observable deviation was the response of teachers in the profession between seven and twelve years. For counselors when grouped by classifications three differences were revealed. Number of years employed in their positions proved to be significantly different for groups of counselors at the .05 level. The .05 level was also indicated when

counselors were grouped by enrollment. Divorced and widowed counselors were more in favor of the "primary" responses than the married and single counselors ($P=.05$). Responses from principals in schools of less than 500 favored the "share" response and their responses did not agree with principals in larger schools ($P=.05$).

Responsibility 30: Confers With Admissions Personnel and Personnel Directors and Visits Educational Training Institutions as Well as Business and Industries Applicable to Pupils in His School

The probability between teachers, counselors and principals was at the .50 level of confidence. The only differences noted between groups was when classified by marital status. Differences were significantly different at .05, but no marked deviation of responses was observed.

Only one group by classification among teachers, counselors and principals earned a significant level of confidence. Responses from counselors differed about this responsibility when grouped by size of enrollments ($P=.01$). The most noticeable deviation here was the larger number of "none" responses by counselors in schools over 1000; and the trend towards the "none" response as the school enrollment increased.

Parent Help

All three responsibilities in this category were statistically significant. This category and the one which follows for staff consulting were the only two which indicated significant differences for all responsibilities in the category.

Responsibility 31: Interprets the Guidance and Counseling Services of the School to the Parents

Differences between teachers, counselors and principals ($P=.05$) were most evident in the responses of the principals. The responses were evenly divided between the "share" and "primary" responses; whereas, counselors and teachers were heavily in favor of the "primary" response. No differences occurred between the three when grouped by classifications.

Among the groups the only classification found to be significant was size of school enrollment and the responses of teachers ($P=.05$). Teachers from schools of 500 to 1000 favored the "primary" response over the "share" response about one to eight. For others the ratio was about one to two.

Responsibility 32: Assists Parents in Developing Realistic Perceptions of Their Children's Aptitudes, Abilities, Interests, Attitudes, and Development as Related to Educational and Occupational Planning, School Progress, and Personal-Social Development

The favoritism by counselors and principals for the "primary" response and the more even distribution between the "primary" and "share" responses by teachers was the cause for the differences over this responsibility ($P=.01$). Two major differences were found between teachers, counselors and principals when grouped by classifications. When grouped by the number of years in the position, respondents in the position over 13 years favored the "share" response, while others favored the "primary" response ($P=.05$). Respondents with more than 30 credits beyond the bachelor's degree favored the "primary" response, whereas, others favored the "share" response ($P=.05$).

No significant differences occurred among teachers, counselors and principals.

Responsibility 33: Provides Parents With Information About School Policies and Procedures, School Course Offerings, and Resources That Can Contribute to the Fullest Development of Their Children

The data indicated differences between teachers, counselors and principals over this responsibility ($P=.01$). All respondents favored the "share" response. However, the ratio was considerably different. Teachers favored the "share" over the "primary" responses about two to one, counselors favored the "share" about three to one, and principals favored the "share" about five to one. Three differences were found between respondents when grouped by classifications. The male respondents were much more in favor of the "share" response than the female respondents ($P=.01$). Single and divorced respondents slightly favored the "share" response, while married respondents heavily favored the "share" response ($P=.05$). The most highly significant difference found in this responsibility was the difference in responses when grouped by size of school enrollment ($P=.001$). Again, the responses from the smaller schools (under 500) did not agree with the larger schools.

Among counselors two differences were noted. Male and female counselors differed slightly over the responsibilities ($P=.05$). More noticeable was the differences between counselors when grouped by size of schools ($P=.01$). Counselors in schools under 500 were much more in favor of the "share" response than counselors were from the larger schools.

Staff Consulting

This category had more responsibilities which were significant at the .001 level than did the other categories. Four of the five responsibilities were highly significant at .001, and one was at .05. However, when grouped by classification, between and among counselors, principals and teachers, little difference was found. This category also includes the two responsibilities with the most differences between teachers, counselors and principals when grouped by classifications. Of a total of eight classifications, Responsibility 37 had four significant at .01 and .05 levels, and Responsibility 38 had seven significant at .001, .01 and .05 levels. The seven significant classifications in Responsibility 38 were the greatest number for one responsibility to be found in the study.

Responsibility 34: Gives Appropriate Individual Pupil Data to Staff Members, With Due Regard to Confidentiality

Though teachers, counselors and principals favored the "primary" response, they did not agree ($P=.001$). Five out of six counselors marked the "primary" response; whereas, only two out of three principals and teachers favored the "primary" response. Differences between teachers, counselors and principals were not significant when grouped by classifications, but several classifications did have high chi-squares. The significance level of .05 requires a chi-square value of 9.49. The number of years employed in the position and credits beyond the bachelor's degree had chi-square values of 8.43 and 8.29 respectively.

No statistically significant differences and relative low chi-squares were indicated from the data of comparisons among the teachers, counselors and principals.

Responsibility 35: Helps Teachers to Identify Pupils With Special Needs or Problems and Keeps Teachers Informed of Developments Concerning Individual Pupils Which Might Have a Bearing Upon the Classroom Situation

Again, all respondents favored the "primary" response but the principals tended to respond more equally between the "primary" and "share" responses than did the others ($P=.001$). When respondents were grouped by size of school, differences were indicated ($P=.01$). Major differences were observed between schools with enrollments of over 1000 and under 1000; however, all respondents favored the "primary" response.

Data indicated significant differences occurred among the teachers when grouped in two of the classifications. The majority of the female teachers favored the "primary" response; male teachers' responses were evenly divided between "share" and "primary" ($P=.01$). A more observable difference was noted when teachers were grouped by size of the school enrollment ($P=.01$). A small majority of the schools under 500 favored the "primary" response. A small majority of the schools between 500 and 1000 favored the "share" response. Schools over 1000 were strongly in favor of the "primary" response.

Responsibility 36: Participates in In-service Training Programs, Staff Meetings, and Case Conferences Through Which He Discusses His Own Role, Interprets a Child-centered Point of View, and Encourages Effective Use of Pupil Data in Teaching Activities and Guidance Service Given by Teachers

Teachers and counselors favored the "primary" response for this responsibility, but principals did not agree and divided their responses between "share" and "primary" ($P=.05$). One significant difference was noted between teachers, principals and counselors when grouped by

classifications. Male respondents were divided between "share" and "primary" responses, but female respondents favored the "primary" response ($P=.05$).

Two differences were discovered among the three when grouped by classifications. Teachers when grouped by the number of years in the profession differed upon the responsibilities of the counselor ($P=.05$). Teachers in the profession less than seven years and more than twelve years were strongly in favor of the "primary" response; while those between these years were divided between the "share" and "primary" responses. A similar pattern was noted for the principals when grouped by years in the profession ($P=.01$). Principals in the profession between seven and twelve years favored the "primary" response; others slightly favored the "share" response.

Responsibility 37: Helps Teachers to Secure Materials and Develop Procedures for a Variety of Classroom Group Guidance Experiences

Teachers, counselors and principals were also divided over this responsibility ($P=.001$). Twenty per cent of the teachers marked the "none" response; other responses were evenly divided between the "share" and "primary." A slight majority of the principals and counselors favored the "share" response, although a few "none" responses were also indicated. Differences between teachers, counselors and principals were also noted for four of the classifications. Respondents, when grouped by above and below 30 credits beyond the bachelor's degree, had different opinions about the responses to the counselors' responsibilities ($P=.01$). Respondents under 30 years of age were divided between the "primary," "share" and "none" responses; whereas, older respondents slightly favored

the "share" response ($P=.05$). Single and divorced respondents favored the "primary" response; while married respondents were in favor of the "share" response, although 10 per cent of this group marked the "none" response ($P=.05$). Differences were noticed when classified by size of school enrollment ($P=.05$); there was an increase in the number of "none" responses as the size of the school was increased.

One significant difference was disclosed from the data among the teachers, counselors and principals ($P=.05$). Teachers under 30 years of age and over 41 years were equally divided among the three choices of responses. Responses of teachers between the ages of 30 and 40 favored the "share" response.

Responsibility 38: Provides Materials and Information Concerning Such Matters as the Characteristics and Needs of the Pupil Population, Pupil Post-school Behavior, and Employment Trends for Use in Curriculum Study and Revision

This responsibility had one of the largest chi-square values in the study between the responses of teachers, principals and counselors ($P=.001$). Teachers favored the "primary" response, although the responses were distributed over all of the three choices. Counselors favored the "share" response, but the responses were also more evenly distributed. The majority of the principals marked the "share" response, with not as much emphasis on the "none" response as the teachers and counselors. However, the most significant aspect of this responsibility was the difference existing between responses of all of the respondents when grouped by classifications. All but one of the eight were significantly different. The classification for number of years employed in the position was significantly different at the .01 level of confidence. Responses were

distributed over the three choices, but the group with over 13 years in the position tended to be more evenly distributed. The same situation existed as in the previous classification when grouped by number of years in the profession ($P=.05$). Respondents with less than 30 credits beyond the bachelor's degree favored the "primary" response; whereas others favored the "share" response ($P=.01$). A great majority of the males were in favor of the "share" response, but the responses of females were more evenly distributed ($P=.05$). Though differences between single and divorced respondents were indicated, the large number of "share" responses by the married respondents was significantly different ($P=.05$). A difference in the older respondents was noted, but the primary deviation was the number of "primary" responses by respondents under 30 years of age ($P=.01$). Schools with enrollment under 500 tended to have a more equal distribution between "primary" and "share" responses; whereas, schools over 1000 favored the "none" response more than smaller schools did ($P=.05$).

No significant differences were indicated among teachers, counselors and principals.

Local Research

The study of the total responses between teachers, counselors and principals indicated four of the six responsibilities in this category were statistically significant. However, between the three groups only Responsibility 39 had classifications which were different. Also, the data revealed few differences among teachers, counselors and principals when grouped by classifications.

Responsibility 39: Follow-up Graduates and Pupils
Who Have Withdrawn

Equally important to the differences observed in this responsibility was the large number of "none" responses. Only one other responsibility had as many. Major differences were suggested by the large number of "none" responses by teachers, which were larger than the number they assigned to "share" ($P=.01$). However, counselors and principals also marked the "none" response more often than in previous responsibilities. Three differences were noted between teachers, counselors and principals when grouped by classifications. Differences existed among respondents when grouped by number of credits beyond the bachelor's degree ($P=.05$). A lack of trend or pattern of responses was noticeable when grouped by marital status ($P=.01$). One important factor here was the small number of "share" responses by divorced respondents and the even distribution of their responses between "primary" and "none." The most significant difference found was between the larger schools (over 1000) and smaller schools (under 1000). The smaller schools favored the "primary" response and the larger schools were divided between the three choices of response ($P=.001$).

Two differences were noted among the counselors. Married counselors differed with single and divorced counselors about their responsibilities ($P=.01$). Three out of eight of the married counselors favored the "share" response; whereas, only one out of ten of the others favored the "share" response. Counselors in schools with enrollments under 500 did not respond to the "none" response to as great an extent as did their colleagues in the larger schools ($P=.05$).

Responsibility 40: Studies the Relationship of Scholastic Aptitude and Achievement to Selection of Courses of Study, Class Placement, and Post-High School Education and Occupational Placement

No significant differences were observed between responses of teachers, counselors and principals ($P=.20$).

However, size of enrollment classification among counselors was significant at .01 and the age classification among principals was significant at .05. Though all schools showed some slight favoritism towards the "primary" response, schools with enrollments under 500 did not follow quite the same pattern as the larger schools. Principals between the ages of 31 and 40 favored the "primary" response, while others favored the "share" response.

Responsibility 41: Studies the Characteristics, as Well as Educational and Guidance Needs of the Pupils

A larger number of "primary" responses by counselors caused a lower level of significance for this responsibility ($P=.01$). No differences were observed between the total responses of teachers and principals. No significant differences occurred between the three when grouped by classifications.

The only difference found among the three groups was the age classification of principals ($P=.05$). Responses of principals more than 40 years of age were distributed between the "primary" and "share" response. Principals less than 30 favored the "primary" response and those between 30 and 40 favored the "share" response.

Responsibility 42: Evaluates the Use of Records
and Pupil Personnel Data

Differences about this responsibility were found in the number of responses of principals compared with the responses of teachers and counselors ($P=.01$). Three per cent more of the principals' responses favored the "share" over the "primary"; while eight per cent more of the teachers' and the counselors' responses favored the "primary." Other differences between the groups and among the groups were not found.

Responsibility 43: Studies the Occupational Trends in the Community

A slight favoritism towards the "share" response by teachers and principals provided the low probability found in this responsibility ($P=.05$). Another cause for the differences was the large number of "none" responses by teachers and the equal distribution of "share" and "primary" responses by counselors.

Only one significant difference was found among the groups. Counselors in schools under 500 enrollment favored the "primary" response; while those in larger schools favored the "share" and "none" responses ($P=.05$).

Responsibility 44: Evaluates the School's Counseling
and Guidance Program

No significant differences were indicated from the data ($P=.30$) and agreement by all respondents to the responses was suggested by the low chi-square values. A study between respondents and among respondents by the classifications also revealed low chi-square values.

Public Relations

The total responses to two of the three responsibilities in this category suggested differences between teachers, counselors and principals. However, with the exception of three significant levels found in the school enrollment classification and number of credits, the data indicated no significant differences.

Responsibility 45: Participates in Programs of Civic Organizations and Other Community Groups

Responses between teachers, counselors and principals suggested they did not agree upon this responsibility ($P=.01$). The ratio of "share" and "primary" responses were about equal; however, more teachers marked the "none" response than counselors and principals did. Other differences were not revealed.

Responsibility 46: Prepares or Furnishes Information for Articles in School and Community Publications

Again, the large number of "none" responses by teachers suggested differences between teachers, counselors and principals ($P=.001$). The "none" responses of teachers accounted for 25 per cent of the total of the teachers' responses. "None" responses for this responsibility from principals and counselors accounted for less than 10 per cent of their total responses. A large number of "share" responses from schools under 500 enrollment and a large number of "none" responses from schools over 1000 enrollment caused a significant difference between the total population of the study ($P=.01$). However, the majority of the respondents marked the "share" response regardless of the size of the school enrollment.

Differences among principals and among counselors were also indicated when grouped by the size of the school enrollment. The majority of counselors indicated the "share" response regardless of the size of the school. However, counselors' responses from the schools under 500 were more favorable to the "primary," while counselors' responses from larger schools favored the "none" response ($P=.05$). Differences among principals were most noticeable in small schools ($P=.05$). Principals in small schools viewed the responsibility of the counselor as "primary" much more than principals in the larger schools did.

Responsibility 47: Helps With Programs for Presentation
by Radio or Television

Teachers, counselors and principals indicated no significant differences about this responsibility ($P=.50$). A larger number of "none" responses from all respondents was observed than were indicated from the other two responsibilities in this category. Teachers tended to mark the "none" response slightly more than counselors and principals did.

The purpose of this chapter was to report and analyze the responses to an Inventory from data which were collected from 571 teachers, counselors and principals in Oklahoma. Significant differences between "primary," "share" and "none" responses were reported. The purpose of the following chapter is to summarize these findings in their relationship to the hypotheses of the study and to report the conclusions and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major findings of the study, to state conclusions based on the statistical results presented in Chapter IV, and to make recommendations for further research.

Summary

The study was concerned with the professional responsibilities of the school counselor in Oklahoma. The problem of the study was to determine if there were significant differences in the perceptions of the professional responsibilities of the Oklahoma school counselor as held by teachers, counselors and principals. Specifically, the study was conducted to investigate the following hypotheses:

1. Counselors, principals and teachers in Oklahoma secondary schools do not differ significantly in their perceptions of the counselors' professional responsibilities.
2. Counselors do not differ significantly in their perceptions of the counselors' professional responsibilities when grouped by:
(a) years employed in present position, (b) years in profession,
(c) academic credits beyond the bachelor's degree, (d) sex,
(e) age, (f) marital status, (g) undergraduate major and
(h) size of school enrollment.

3. Principals do not differ significantly in their perceptions of the counselors' professional responsibilities when grouped by:
(a) years employed in present position, (b) years in profession, (c) academic credits beyond the bachelor's degree, (d) sex, (e) age, (f) marital status, (g) undergraduate major and (h) size of school enrollment.
4. Teachers do not differ significantly in their perceptions of the counselors' professional responsibilities when grouped by:
(a) years employed in present position, (b) years in the profession, (c) academic credits beyond the bachelor's degree, (d) sex, (e) age, (f) marital status, (g) undergraduate major and (h) size of school enrollment.

To study these hypotheses, three procedures were followed in the investigation.

First, the Counselor Role and Responsibility Inventory was developed from a policy statement of the counselors' functions by the American School Counselor Association. Forty-seven of the 48 responsibilities listed in the policy statement were used in the Inventory. The 47 responsibilities were also divided into ten categories: (1) planning and development of the guidance program, (2) counseling, (3) pupil appraisal, (4) educational and occupational planning, (5) referral work, (6) placement, (7) parent help, (8) staff consulting, (9) local research and (10) public relations. All participants in the study were asked to respond to one of three responses for each responsibility in the Inventory. The three responses were as follows: (1) The counselor has primary responsibility for this function, although he may not personally perform the function; (2) The counselor shares with the principal and/or

teacher in planning and performing this function, but he does not have primary responsibility for the function; and (3) The counselor has no direct responsibility for this function. To test the validity of the Inventory, it was submitted to selected teachers, principals, counselors and educators. All items were judged of sufficient importance and clarity to be included as a part of the Inventory. The test-retest method was used to examine the reliability of the responses to the Inventory. The null hypothesis of no correlation was rejected at the .001 level of significance.

Second, a list was obtained of the names of school counselors who were employed in Oklahoma secondary schools during the school years of 1964-65 and 1965-66. The schools were participants in Title V of the National Defense Education Act of 1958. All counselors and principals employed by schools on the list during this two year period were selected. A random sample of 200 teachers employed for the same period of time and in the same schools was also selected. Six hundred twenty-seven Inventories were mailed in April of 1966. Ninety-one per cent or 571 Inventories were returned. The data in the study were the responses to these Inventories from the 173 teachers, 163 principals and 235 counselors.

Finally, the chi-square test was used on each of the 47 statements of the Inventory to ascertain whether a significant difference existed between the responses as proposed in the hypotheses.

The following results were obtained:

Hypothesis 1. Significant differences between the responses of teachers, counselors and principals were indicated at the .05 level of confidence or less in the categories of staff consulting and parent help.

All responsibilities in these categories were significant. No significant differences were found in the responsibilities for pupil appraisal. Four of the six responsibilities in local research, two of the three in public relations, two of the three in counseling, three of the five in placement, three of the six in educational and occupational planning, two of the seven in referral work and two of the six in planning the guidance program were significant at the .05 level or less. When the responses to the responsibilities were examined according to classifications, the following were found to be the number out of the total of the 47 responsibilities for each classification which were significant at the .05 level or less: size of school enrollment - 13, marital status - 9, number of credits beyond the bachelor's degree - 7, sex - 5, age - 3, number of years employed in position - 3, and undergraduate major - 2.

Hypothesis 2. Counselors' responses differed to the extent of twenty .05 or less levels of confidence. No differences among counselors were indicated in the counseling, pupil appraisal, referral work and staff consulting categories. The following significant differences were indicated when the total number of responsibilities in a category were examined in relation to the eight classifications: three of 40 in planning the guidance program, two of 48 in educational and occupational planning, seven of 40 in placement, two of 24 in parent help, four of 48 in local research and two of 24 in public relations. Significant differences when grouped by classifications for each of the 47 responsibilities were as follows: size of school enrollment - 9, marital status - 4, sex - 3, credits beyond the bachelor's degree - 3, and number of years in

present position - 1. The number of years in the profession, age and undergraduate major classifications had no significant differences.

Hypothesis 3. Principals' responses produced 13 levels of confidence which were significantly different at .05 or less. The parent help category had no significant differences. The following significant differences were indicated when the total number of responsibilities in a category were examined in relation to the eight classifications: two of 40 in planning the guidance program, one of 24 in counseling, one of 24 in pupil appraisal, one of 48 in educational and occupational planning, one of 56 in referral work, three of 40 in placement, one of 40 in staff consulting, two of 48 in local research and one of 24 in public relations. Of the 47 responsibilities in each classification, the following were significant: age - 4, size of school enrollment - 4, credits beyond the bachelor's degree - 3, number of years in the profession - 2. No responsibilities were reported to be significantly different in the classifications of years in present position, sex, marital status and undergraduate major classifications.

Hypothesis 4. Responses among teachers revealed 12 significant levels of confidence at .05 or less. No differences were indicated in the categories of counseling, pupil appraisal, local research and public relations. The following significant differences were indicated when the total number of responsibilities in a category were examined in relation to the eight classifications: one of 48 in planning, two of 48 in educational and occupational planning, one of 56 in referral work, three of 45 in placement, one of 24 in parent help and four of 40 in staff consulting. Of the 47 responsibilities in each classification, the following were significant: size of school enrollment - 6, sex - 2, years

in the profession - 2, undergraduate major - 1, and age - 1. The responses of teachers when grouped by classifications were not significantly different for years in present position, credits beyond the bachelor's degree and marital status.

An examination of the specific responsibilities in the Inventory indicated one which predominantly was statistically significant throughout the study. Total responses of teachers, counselors and principals to Responsibility 38 in the staff consulting category were significantly different at the .001 level of confidence. This responsibility reads as follows:

Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

With the exception of the undergraduate major classification, this responsibility was significantly different in all classifications at the .05 level or less.

Conclusions

The data reported in this study seemed to justify the following conclusions:

(1) The small number of "none" responses from all respondents suggested teachers, counselors and principals did agree about the responsibilities in the Inventory. The differences were between the "primary" and "share" responses to the responsibilities.

(2) Significant differences about the professional responsibilities of the school counselor were suggested in two of the ten specialized areas reported by the study. Oklahoma teachers, counselors and

principals differed about the parent help and staff consulting responsibilities of the counselor.

(3) Oklahoma teachers, counselors and principals did not differ about the responsibilities of the counselor in relation to pupil appraisal.

(4) Few differences among teachers, counselors or principals were established. More significant differences were reported among counselors than were reported among teachers or principals.

(5) A predominance of significant differences existed among single, married, widowed and divorced and small school and large school teachers, counselors and principals when grouped by these two classifications and asked to respond to the placement responsibilities of the counselor.

(6) The size of school enrollment classification accounted for more significant differences among the responses of teachers, counselors and principals to the responsibilities in the Inventory than did other classifications.

Recommendations

(1) Further studies should be made concerning the duties of the counselor perceived as "share" and "primary" responsibilities.

(2) Future studies should investigate the relationship of the guidance program to the organizational structure of the school and the counselor's relationship to the structure.

(3) The significance of differences between responses from small and large schools suggests further studies might be appropriate.

(4) This study could have been improved somewhat by reducing the number of classifications and revising the length of the statements in the Inventory.

(5) Simulated situations with responses dichotomized between "administrative" and "guidance" responsibilities would provide respondents a more realistic opportunity to perceive their role in relation to the counselors' responsibilities. Case studies with similar responses categorized into the ten specialized areas from this study might help to differentiate between "primary" and "share" responses.

(6) Additional studies need to be made in Oklahoma and on a national basis to investigate the trend towards consensus between teachers, counselors and principals about the professional responsibilities of the counselor.

It was hoped that this study would help the school counselor as he assessed his image in the public school. Certainly, the role of the counselor is a changing one, and many significant developments have affected the counselors' services during the years since World War II. However, the most significant change has been the integration of the counselor's role into the total school setting. The review of the literature and this study suggested that some variations existed between what counselors, teachers and principals thought about the counselors' responsibilities. However, no longer is this a variation between a "primary" and a "none" responsibility, but a variation between a "primary" and a "share" responsibility. This study, as other recent ones, suggests that the counselor has moved closer to the conceptualization of his mission.

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APPENDIX A

PROPOSED GUIDELINES FOR IMPLEMENTATION OF THE ASCA STATEMENT
OF POLICY FOR SECONDARY SCHOOL COUNSELORS

Introduction

Two of the six major sections of the ASCA POLICY STATEMENT are devoted to counselor functions and related conditions. These two sections, viz. Professional Responsibilities and Professional Environment, provide an operational foundation for the day-to-day work of the school counselor. The purpose of this document is to provide specific operational guidelines for implementing the Professional Responsibilities and Professional Environment sections of the ASCA Policy Statement.

Professional Responsibilities

The school counselor functions in a number of specialized areas in the course of meeting his professional responsibilities. Within each of these areas there are identifiable patterns of functions which are characteristically performed by many school counselors. Numerous factors determine the breadth of the counselor's functions and the emphasis he must give. Among these factors are the personal characteristics and developmental level of the pupils in his school and to whom he is assigned, the nature and values of the community, the scope of the school curriculum, the extent of active participation in guidance services by teachers, and the school and community resources. Organization and administration of the individual school, the professional environment,

and assignment of responsibilities among school counselors within a school also contribute to varying emphasis of functions by counselors. In some schools with a large staff of school counselors, a director of guidance may exercise the requisite leadership, handle most administrative details, and be involved in planning and developing guidance services and the total school program. In other schools, however, the school counselor himself must exercise all of those functions.

The school counselor's primary role is in counseling. He assumes other roles such as consultant, resource person, researcher, etc., and educator, but only as those roles support the primary role of the counselor. The following basic and distinct functions of the school counselor in specialized areas are intended as guidelines for the development of effective counseling programs and for the professional development of individual school counselors. The effective school counselor will show initiative in finding new ways to carry out his professional responsibilities in his changing environment and should not, therefore, view the functions listed as restrictive.

1. Planning and Development of the Guidance Program. An effective guidance program in a school results from cooperative effort of the entire staff in planning and developing the program. Parents, pupils, and community agencies and organizations can also contribute toward these efforts. It is essential that the objectives of the program and procedures for meeting those objectives be clearly formulated.

In planning and development of the guidance program, the school counselor--

- a. Assists in defining objectives of the program.
- b. Identifies the guidance needs of pupils.

- c. Assists in developing plans of action.
- d. Coordinates various aspects of the program in a meaningful sequence of guidance services.
- e. Assists in continued guidance program planning and curriculum development.
- f. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.

2. Counseling. It is essential that the majority of a school counselor's time be devoted to individual or small-group counseling. In a counseling relationship the counselor--

- a. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.
- b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.
- c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

3. Pupil Appraisal. The school counselor assumes the roles of leader and consultant in the school's program of pupil appraisal. In pupil appraisal the school counselor--

- a. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.

- b. Coordinates the organization and maintenance of confidential files of pupil data.
 - c. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.
 - d. Identifies pupils with special abilities or needs.
 - e. Takes advantage of available data-processing equipment for facilitating the processing and transmission of pupil data.
4. Educational and Occupational Planning. In efforts to provide pupils and parents with an understanding of the pupil as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote self-direction of the pupil, the counselor--
- a. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans, and choices.
 - b. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provisions of up-to-date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational institutions and business and industry.

- c. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.
 - d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.
 - e. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.
5. Referral Work. The counselor has a major responsibility in making and coordinating referrals to both other specialists in pupil personnel services and public and private agencies in the community. Recognizing his own limitations to provide total services, the counselor--
- a. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil personnel services and community agencies.
 - b. Maintains a close working relationship in referrals to other specialists in pupil personnel services.
 - c. Identifies pupils with special needs which require the services of referral sources.
 - d. Identifies community referral agencies and their services.
 - e. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.
 - f. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.

- g. Encourages the development and/or extension of community agencies for handling pupil referrals.

6. Placement. The counselor's role in providing placement services for individual pupils involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves the informational services of educational and occupational planning, pupil appraisal, and counseling assistance appropriate to the pupil's choices and progress in school subjects, extracurricular and community activities, and employment. In addition to these other types of assistance which aid effective placement, the counselor--

- a. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.
- b. Plans with administrators and teachers (1) to provide appropriate classroom placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.
- c. Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.
- d. Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for

attending educational or training institutions and for making application for employment.

- e. Confers with admissions personnel and personnel directors and visits educational and training institutions as well as businesses and industries applicable to pupils in his school.

7. Parent Help. The counselor holds conferences with parents and acts as a resource person on the growth and development of their children. Through individual or group conferences the counselor--

- a. Interprets the guidance and counseling services of the school.
- b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.
- c. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

8. Staff Consulting. The school counselor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils. In staff consulting the counselor--

- a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.
- b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.

- c. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.
- d. Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.
- e. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

9. Local Research. Research in guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs. The school counselor plays a role of leadership in determining the need for research, conducting or cooperating in research studies, and discussing research findings with members of the school staff.

The counselor conducts or cooperates with others in conducting studies in areas such as the following:

- a. Follow-up of graduates of pupils who have withdrawn.
- b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.
- c. Characteristics, as well as educational and guidance needs of the pupils.
- d. The use of records and pupil personnel data.
- e. Occupational trends in the community

f. Evaluation of the school's counseling and guidance services.

10. Public Relations. The school counselor has a responsibility for interpreting counseling and guidance services of the school to members of the school staff, parents, and the community. All of his services in the guidance and counseling program have potential public relations value. In discharging his responsibility in public relations, the school counselor may--

- a. Participate in programs of civic organizations and other community groups.
- b. Prepare or furnish information for articles in school and community publications.
- c. Assist in programs for presentation by radio or television.

Professional Environment

The contributions of the school counselor to pupil, school, and society are dependent upon the existence of an environment consistent with his responsibilities. Such an environment includes both psychological and physical conditions of work. Desirable psychological and physical conditions of work can be developed and maintained only through the joint efforts of administrators and counselors. The school administrator assists the counselor to facilitate total counseling and guidance services within a school through his understanding support and leadership.

Psychological conditions of work are concerned with the interpersonal relationships within the school, a permissive atmosphere within the program of guidance and counseling, administrative and personnel policies, and a climate within which the school counselor has freedom to exercise his skills on a professional level. Physical aspects include

office facilities, equipment, and materials. The following are the principal considerations in providing a psychological and physical environment which will assist in fulfilling the professional responsibilities of the school counselor.

Personal Administration

The school counselor should be employed in a full-time counseling position. In order to meet the needs of pupils it is often desirable to employ a counselor for a period extending beyond the regular school year. The salary paid should be commensurate with this extended contract year and the school counselor's advanced level of professional training. Additional contract time enables the counselor to pursue his regular responsibilities as well as special projects related to over-all improvement of the school program.

The individual being considered for appointment as a school counselor should have demonstrated his ability to work effectively with pupils, parents, other professional persons on a school staff, and representatives from the community. In school systems employing a director or supervisor of guidance or counseling this person should have a joint responsibility with the school administrator for the selection of school counselors.

Counseling Load and Assignment

The school counselor should devote no less than 50 per cent of his assigned time in counseling with individual pupils or small groups of pupils. In order to accomplish this objective and to enable the counselor to give reasonably prompt attention to all pupils, the assigned pupil

load should approximate 250 pupils to one full-time school counselor. Local conditions and the nature of the school organization can necessitate ratios significantly less or greater than this. Effective discharge of his responsibilities is dependent upon the school counselor's being free from functioning as an administrative assistant and from such other intrusive duties as substitute teaching, disciplinary action and routine clerical tasks. For his fullest contribution to the educational and guidance process, the counselor should have a time schedule which will enable him to grow professionally and permit him to pursue the less pressuring aspects of his responsibilities such as research, evaluation, and visits and conferences outside of the school building.

Supervision and Coordination

The school counselor can most effectively fulfill his responsibilities when there is provision at both the local and state level for leadership and coordination by a supervisor professionally trained and certified in guidance and counseling. Coordination of the counselor's work with that of other professional persons in pupil personnel services, such as school psychologists, school social workers, and school nurses, is essential.

Communication and Staff Participation

Information and a permissive atmosphere serve to motivate pupils to seek counseling appropriate to their needs and development. Avenues of communication must exist so that the school counselor can interpret and inquire about the counseling and guidance program and his role in it not only with pupils, but also with teachers, administrators, parents, and

the community. Recognizing that participation in guidance services by other members of the school staff is essential, provision should be made for the school counselor to help furnish the staff with (1) both initial and follow-up information on individual pupils, and (2) information and materials to encourage activities of the staff in guidance services.

The counselor should have the responsibility of informing administrators when the school program is insensitive to the individuality of pupils.

Accessibility

Provisions should exist which enable the counselor to initiate and have systematic counseling or conference appointments and group activities with pupils during school hours without interfering with the planned work of teachers. It is essential as well that the counselor work directly with other pupil personnel specialists, teachers, parent, and representatives of community and other resource agencies.

Ethical Standards

General policies and principles should exist within a school which permit a school counselor to satisfy the employing school's requirements as well as meet the counselor's responsibility to himself, his profession, the persons he serves, and the public through close adherence to the Ethical Standards of the American Personnel and Guidance Association.

Confidentiality

The school counselor's counseling relationship with pupils and parents and information resulting therefrom must be considered

confidential. Decisions regarding disclosure of information obtained in counseling interviews rest with the initiator except as provided for in the statement on Ethical Standards of the American Personnel and Guidance Association. Other confidential information should also be handled in accordance with the principles set forth in that statement.

Out-of-Building Activities

The counselor should have freedom of movement outside of his school building in order to carry out his professional responsibilities with feeder and receiving schools, to visit educational and training institutions, to confer with representatives of community agencies and civic organizations, to visit local business and industrial establishments, and to attend professional conferences and meetings.

In-Service Education

School counselors should have released time and resources for continued professional growth through carefully planned programs of in-service education. Provisions should also be made for in-service education in guidance services, pupil development, and pupil needs for other members of the school staff.

Research and Evaluation

In order that the school counselor might fulfill his responsibilities in research and evaluate his own effectiveness, an atmosphere of flexibility and growth accompanied by astute planning should exist within a school. This atmosphere and planning should recognize (1) the stimulus to professional growth as well as service to pupil through

experimentation with varied methods, materials, and use of personnel, and (2) the value of accepting better alternatives for accomplishing tasks.

Budget

Although many costs of guidance programs are incorporated in the total school budget, certain considerations important for building and maintaining the school's program of guidance and counseling make a separate annual budget desirable. Aspects of the program to be incorporated in the separate budget include costs of professional and clerical personnel, equipment and materials, standardized tests and related services, printed guidance material, printing costs, and supplies. Travel allowance should be made to counselors attending state and national conferences and workshops concerned with the counselor's professional advancement in guidance, counseling, and the total school program. An allowance should also be given for local travel associated with the counselor's professional responsibilities.

Space and Physical Facilities

Counseling suites should be easily accessible to persons seeking the services of school counselors. Through its design the counseling suite should clearly indicate that it is a separate unit. Consideration should be given to locating the suite in an area relatively free from noise and confusion. A pupil records section affording privacy for records of both current and former pupils should be readily accessible and should provide working space for both school counselors and other members of the school staff. Display cases and bulletin boards in various areas of the school should be assigned to school counselors.

The counseling suite should provide the following:

1. An individual office for each school counselor. Each office should have visual and auditory privacy, appropriate furnishings to accommodate at least three persons other than the counselor, furnishings to meet the counselor's professional needs, a telephone, and adequate lighting, heating, and ventilation.

2. A waiting room separate from the administrative waiting room providing space for (a) pupils to use reference and informational materials; (b) parents, employers, and representatives from community agencies to wait for counselors; (c) clerical services and reception; (d) general files of counselors; (e) reference and informational materials on occupations, educational opportunities, and personal-social development; (f) bulletin board and display areas.

3. Storage space and files for guidance material and equipment, to include safeguards for protecting standardized tests and confidential materials.

4. A conference room or group guidance room for case conferences, staff meetings, group testing, group counseling, and other related guidance activities.

Clerical and Secretarial Assistance

Because of the confidential nature of his work the school counselor should have adequate non-pupil, paid clerical and secretarial assistance. In addition to their technical skills, clerks and secretaries who deal directly with pupils and parents should have the ability to convey the desirable permissive atmosphere and acceptance of individuals, to

exercise a high degree of ethics, and to be able to use sound judgment in handling unexpected situations.

Equipment and Materials

Special equipment should be provided for the school counselor consistent with his assigned responsibilities and existing technology. A school counselor's responsibilities frequently include the need of equipment for dictating, photocopying, duplicating, calculating, data processing, and audio-visual usage. Required materials include current career and educational references and pamphlets, brochures on personal-social adjustment, standardized tests, and other devices for individual pupil records and other specialized guidance forms. The counselor should share in the design of pupil record and guidance forms and assist in planning procedures for their most effective use.

APPENDIX B

OKLAHOMA TITLE V SCHOOLS IN THE STUDY

<u>City</u>	<u>County</u>	<u>Name of School</u>
Ada	Pontotoc	Ada High
Ada	Pontotoc	Byng High
Alex	Grady	Alex High
Alluwe	Nowata	Alluwe High
Altus	Jackson	Altus High
Altus	Jackson	Altus Junior High
Anadarko	Caddo	Anadarko High
Atoka	Atoka	Atoka High
Bartlesville	Washington	College High
Bethany	Oklahoma	Bethany High
Bixby	Tulsa	Bixby High
Blackwell	Kay	Blackwell High
Boley	Okfuskee	Boley High
Broken Arrow	Tulsa	Broken Arrow High
Broken Arrow	Tulsa	Union High
Broken Bow	McCurtain	Broken Bow High
Burlington	Alfalfa	Burlington High
Burneyville		Turner High
Burns Flat	Washita	Burns Flat High
Cache	Comanche	Cache High
Canton	Blaine	Canton High
Cement	Caddo	Cement High
Chandler	Lincoln	Chandler High
Checotah	McIntosh	Checotah High
Cherokee	Alfalfa	Cherokee High
Chickasha	Grady	Chickasha High
Choctaw	Oklahoma	Choctaw High
Claremore	Rogers	Claremore High
Coalgate	Coal	Coalgate High
Colcord	Delaware	Colcord High
Colony	Washita	Colony High
Cordell	Washita	Cordell High
Coweta	Wagoner	Coweta High
Cyril	Caddo	Cyril High
Dewar	Okmulgee	Dewar High
Dewey	Washington	Dewey High
Dill City	Washita	Dill City High
Duncan	Stephens	Duncan High
Drumright	Creek	Drumright High
Elk City	Beckham	Elk City High
El Reno	Canadian	El Reno High
Erick	Beckham	Erick High
Eufaula	McIntosh	Eufaula High

<u>City</u>	<u>County</u>	<u>Name of School</u>
Fairfax	Osage	Fairfax High
Fox	Carter	Fox High
Gans	Sequoyah	Gans High
Graham	Weleetka	Graham High
Grove	Delaware	Grove High
Guthrie	Logan	Guthrie High
Harrah	Oklahoma	Harrah High
Hartshorne	Pittsburg	Hartshorne High
Healdton	Carter	Healdton High
Heavener	LeFlore	Heavener High
Henryetta	Okmulgee	Henryetta High
Hinton	Kiowa	Hinton High
Hobart	Kiowa	Hobart High
Holdenville	Hughes	Holdenville
Hollis	Harmon	Hollis High
Hominy	Osage	Hominy High
Hooker	Texas	Hooker High
Hugo	Choctaw	Hugo High
Hydro	Caddo	Hydro High
Idabel	McCurtain	Gray High
Idabel	McCurtain	Washington High
Indianola	Pittsburg	Indianola High
Jay	Delaware	Jay High
Jenks	Tulsa	Jenks High
Jones	Oklahoma	Jones High
Keota	Haskell	Keota High
Kingfisher	Kingfisher	Kingfisher High
Laverne	Comanche	Laverne High
Lawton	Comanche	Central Junior
Lawton	Comanche	Eisenhower High
Lawton	Comanche	Lawton High
Lindsay	Garvin	Lindsay High
Longdale	Blaine	Longdale High
Luther	Oklahoma	Luther High
Marlow	Stephens	Marlow High
McAlester	Pittsburg	McAlester High
Miami	Ottawa	Miami High
Midwest City	Creek	Carl Albert High
Midwest City	Creek	Del City High
Midwest City	Creek	Del Crest Junior High
Midwest City	Creek	Jarman Junior High
Midwest City	Creek	Kerr Junior High
Midwest City	Creek	Midwest City High
Midwest City	Creek	Monroney Junior High
Minco	Grady	Minco High
Mountain Park	Kiowa	Mountain Park High
Muldrow	Sequoyah	Muldrow High
Muskogee	Muskogee	Manual High
Muskogee	Muskogee	Robertson Junior High
Muskogee	Muskogee	Central High
Muskogee	Muskogee	West Junior High
Newkirk	Kay	Newkirk High

<u>City</u>	<u>County</u>	<u>Name of School</u>
Norman	Cleveland	Norman High
Nowata	Nowata	Nowata High
Oklahoma City	Oklahoma	Capitol High
Oklahoma City	Oklahoma	Central High
Oklahoma City	Oklahoma	Classen High
Oklahoma City	Oklahoma	Douglass High
Oklahoma City	Oklahoma	Grant High
Oklahoma City	Oklahoma	Harding High
Oklahoma City	Oklahoma	Hoover Junior High
Oklahoma City	Oklahoma	Jackson Junior High
Oklahoma City	Oklahoma	Jefferson Junior High
Oklahoma City	Oklahoma	Kennedy Junior High
Oklahoma City	Oklahoma	Marshall High
Oklahoma City	Oklahoma	Moon Junior High
Oklahoma City	Oklahoma	Northeast High
Oklahoma City	Oklahoma	Northwest Classen High
Oklahoma City	Oklahoma	Roosevelt Junior High
Oklahoma City	Oklahoma	Southeast High
Oklahoma City	Oklahoma	Star Spencer High
Oklahoma City	Oklahoma	Taft Junior High
Oklahoma City	Oklahoma	Webster Junior High
Oklmulgee	Oklmulgee	Oklmulgee High
Orlando	Noble	Orlando High
Panama	LeFlore	Panama High
Pawnee	Pawnee	Pawnee High
Perkins	Payne	Perkins High
Perry	Noble	Perry High
Ponca City	Kay	Ponca City High
Porter	Wagoner	Porter High
Poteau	LeFlore	Poteau High
Prague	Lincoln	Prague Junior High
Pryor	Mayes	Pryor High
Purcell	McClain	Purcell High
Putnam	Dewey	Putnam High
Randlett	Cotton	Big Pasture High
Red Oak	Latimer	Red Oak High
Roland	Sequoyah	Roland High
Salina	Mayes	Salina High
Sallisaw	Sequoyah	Sallisaw High
Sand Springs	Tulsa	Sand Springs High
Sand Springs	Tulsa	Page High
Sapulpa	Creek	Sapulpa High
Sayre	Beckham	Sayre High
Seminole	Seminole	Seminole High
Sentinel	Washita	Sentinel High
Sentinel	Washita	Port High
Shattuck	Ellis	Shattuck High
Skiatook	Tulsa	Skiatook High
Snyder	Kiowa	Snyder High
Sperry	Osage	Sperry High
Spiro	LeFlore	Spiro High
Stigler	Haskell	Stigler High

<u>City</u>	<u>County</u>	<u>Name of School</u>
Stilwell	Adair	Stilwell High
Stonewall	Pontotoc	Stonewall High
Stringtown	Atoka	Stringtown High
Stroud	Lincoln	Stroud High
Sulphur	Murray	Sulphur High
Tahlequah	Cherokee	Tahlequah Junior High
Tahlequah	Cherokee	Tahlequah High
Tecumseh	Pottawatomie	Tecumseh High
Tipton	Tillman	Tipton High
Tishomingo	Johnson	Tishomingo High
Tonkawa	Kay	Tonkawa High
Tulsa	Tulsa	Anderson Junior High
Tulsa	Tulsa	Bell Junior High
Tulsa	Tulsa	Carver Junior High
Tulsa	Tulsa	Central High
Tulsa	Tulsa	Clinton Junior High
Tulsa	Tulsa	Edison High
Tulsa	Tulsa	Hale High
Tulsa	Tulsa	McLain High
Tulsa	Tulsa	Mann Junior High
Tulsa	Tulsa	Nimitz Junior High
Tulsa	Tulsa	Rogers High
Tulsa	Tulsa	Roosevelt Junior High
Tulsa	Tulsa	Washington High
Tulsa	Tulsa	Webster High
Tulsa	Tulsa	Whitney Junior High
Tulsa	Tulsa	Wilson Junior High
Tulsa	Tulsa	Wright Junior High
Tryon	Lincoln	Tryon High
Vinita	Craig	Vinita High
Wagoner	Wagoner	Wagoner High
Walters	Cotton	Walters High
Waynoka	Woods	Waynoka High
Weatherford	Custer	Weatherford High
Welch	Craig	Welch High
Weleetka	Okfuskee	Weleetka High
Westville	Adair	Westville High
Wetumka	Hughes	Wetumka High
Wilburton	Latimer	Wilburton High
Wynnewood	Garvin	Wynnewood High
Wynona	Osage	Wynona High
Yukon	Canadian	Yukon High

APPENDIX C

STATE DEPARTMENT OF EDUCATION
Oliver Hodge, Superintendent
Oklahoma City, Oklahoma 73105

INFORMATION AND REGULATIONS

Relating to

Title V, Public Law 85-864, As Amended

NATIONAL DEFENSE EDUCATION ACT OF 1958

I. BASIC PROVISIONS OF TITLE V, PART A, OF THE ACT:

Set forth (1) a program for testing students in the public schools to identify students with outstanding aptitudes and abilities and the means of testing which will be utilized in carrying out such a program; and (2) a program of guidance and counseling in the public schools, (a) to counsel with students regarding courses of study best suited to their abilities, aptitudes, and skills, and (b) to encourage students with outstanding aptitudes and abilities to complete their public school education, take the necessary courses for admission to institutions for training beyond secondary school.

STATE PROCEDURE

Upon the approval of an application of a school district, funds will be apportioned for the fiscal year ending June 30, 1967, as follows:

(a) Tests-

1. A maximum of \$1.00 per pupil in grade 9 for test described in Paragraph IV.

(b) Guidance and Counseling in the Secondary School-

In order to have an approved guidance program, a school district must:

- (1) Employ certified counselors.
- (2) Provide one hour of counseling time for each 150 pupils or portion thereof in grades 7 through 12. (A counselor shall not be assigned to more than 900 students per day in the secondary school.)

- (3) Each 9th grade student shall be tested at least once by tests described in Paragraph IV. (A secondary school includes grades 7 through 9.)

(c) Guidance and Counseling in the Elementary School-

In order to have an approved guidance program, a school district must:

- (1) Employ certified counselors.
- (2) Provide one hour of counseling time for each 200 pupils or portion thereof. (A counselor shall not be assigned to more than 1200 pupils per day.)
- (3) Each 4th grade pupil shall be tested at least once each year by tests described in Paragraph IV. (Grades other than the 4th may be tested with guidance money.)
- (4) An elementary school in a district where there is a high school will not be approved for a guidance program unless the high school has an approved program.
- (5) Elementary schools in non-high school districts may be approved for guidance programs if they meet requirements one, two, and three as stated above. (An elementary school is any local combination of grades K through 9, dependent upon the local organizational pattern.)

To participate the entire year, Part I of the application must be filed by July 1, 1966. Those schools that wish to participate during the second semester only must file Part I of the application by January 1, 1967.

Payment to school districts for carrying out the guidance activities outlined in Paragraph V will be based on the number of counseling hours required. This amount cannot be determined until all applications have been received and approved or disapproved.

II. ADMINISTRATIVE AND SUPERVISORY SERVICES OF THE STATE DEPARTMENT OF EDUCATION

Application forms may be secured from the Guidance Division of the State Department of Education. Expenditures by local school districts should be in accordance with the approved program and can be made only after the application is approved. Expenditures cannot be made before the application is approved.

Copies of paid claims and invoices for tests, materials, and equipment purchased under the provisions of Title V-A for 1965-66 shall be filed with the State Department of Education before the application for 1966-67 is approved. (It is not necessary to file

copies of payroll claims with the State Department of Education.) From such claims and invoices, audit reports will be prepared and each participating school district will be audited under the supervision of the Auditor of Title V, State Department of Education.

Payments made to school districts shall be expended during the fiscal year in which they are received. Funds not spent in accordance with the approved program shall be refunded to the State Department of Education for transmittal to the U. S. Office of Education.

III. TESTING PROGRAM:

During the 1966-67 school year and in subsequent years that the plan is in effect, 9th grade pupils shall be tested; however, from test funds allotted to school districts, other grades in the secondary school may also be tested.

School districts that do not have Approved Guidance Programs may receive Title V Funds by following the standards listed below:

- (1) Test 9th grade students with an approved type of test.
- (2) Match the Title V Test Allotment on a dollar for dollar basis.
- (3) Utilize the test results with students, parents, teachers and administrators.

IV. TYPES OF TESTS:

The following types of standardized tests can be purchased (This includes rental and servicing of tests) with the money received for this purpose: general intelligence (academic aptitude) tests, aptitude tests in specific areas (either performance or verbal), and achievement tests.

V. OBJECTIVES OF THE STATE DEPARTMENT OF EDUCATION FOR GUIDANCE PROGRAMS IN THE LOCAL SCHOOL DISTRICTS:

It is anticipated that the programs under this Plan will provide for carrying out the following activities by local guidance personnel:

Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational and career planning progress:

Providing individual counseling to help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses; to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements; to help the student with the

assistance of his parents made appropriate educational plans, including the choice of courses in the school and the choice of an institution of higher education; to stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and to provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school;

Providing such group activities as may be necessary to orient students to the high school program, educational opportunities beyond the high school, and career opportunities and requirements.

Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the State and Nation; and

Collecting and analyzing such information as may be needed to evaluate the guidance and counseling program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and Nation.

VI. HOW THE GUIDANCE MONEY MAY BE SPENT:

Under the Plan, local school districts may use the guidance and counseling money for the following categories of expense:

Salaries and necessary travel expenses of local school guidance personnel to the extent that they are engaged specifically in activities under the Plan and within the scope of the activities listed in Paragraph V. The employer's contribution to retirement, workmen's compensation, or other welfare funds maintained for one or more general classes of employees of the local school district may be included;

Clerical assistance directly related to the operation of the guidance and counseling program of a local school district under the Plan;

The purchase and maintenance of office equipment necessary to meet the Plan requirements;

The purchase of well standardized tests for grades 7 through 12 (and elementary grades with an approved elementary school guidance program) in addition to those purchased with funds authorized by Paragraph III; and

The purchase of materials (including library and audio-visual source materials) and supplies as may be necessary to fulfill the functions of the guidance and counseling program under the Plan.

VII. STANDARDS FOR APPROVAL OF LOCAL PROGRAMS FOR REIMBURSEMENT:

To participate in the guidance program, secondary schools and elementary schools shall:

- (a) Conduct the testing program outlined in Paragraph III.
- (b) Employ counselors who hold valid counselor certificates. (The Standard or Provisional School Counselor Certificate qualifies one for full-time counseling. The Standard or Provisional Teacher-Counselor and the Temporary School Counselor Certificate qualifies one for up to half time counseling only.)
- (c) Maintain counselor-student ratio of at least one school hour per day for each 150 students enrolled in grades 7-12, or portion thereof; however, no counselor shall be assigned to more than 900 students.

In approved elementary programs the counselor-student ratio shall be at least one school hour per day for each 200 pupils or portion thereof; however, no counselor in the elementary school will be assigned more than 1200 students.

- (d) Conduct counseling activities as indicated in Paragraph V.
- (e) Provide necessary work space for counseling and guidance activities.
- (f) Provide adequate storage and library space.
- (g) Interrelate guidance and counseling activities with the total educational program of the school.
- (h) Make expenditures after the application is approved.
- (i) Comply with the United States Office of Educational Regulations relating to Title VI of Civil Rights Act, 1964.

APPENDIX D

LETTER TO AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
REQUESTING PERMISSION TO USE POLICY STATEMENTS

June 12, 1965

The American Personnel and Guidance Association
1605 New Hampshire Avenue, N. W.
Washington 9, D. C.

Gentlemen:

The purpose of this letter is to request your permission to develop a questionnaire directly from the counselors' responsibilities of the ASCA "Proposed Statement of Policy for Secondary School Counselors." The questionnaire will include the forty-eight "functions" beginning on pages fifteen through twenty-two. It will be mailed to all certified Oklahoma Secondary School Counselors and their principals for the purpose of attempting to identify how each perceives the responsibilities of the school counselor.

The questionnaire is a part of my dissertation for an Ed.D. degree at Oklahoma State University, Stillwater, Oklahoma. I am under the guidance of Dr. K. St. Clair, Chairman of the Department of Education; and Dr. E. Vineyard, Professor of Education and Associate Director of the N.D.E.A. Counseling Institute. I am a recent graduate of the same institute; a high school counselor in Oklahoma City; and a member of ASCA.

I shall be most appreciative of your permission to use the material I have mentioned above. If I may send additional information to further clarify my request, please do not hesitate to write me.

Very truly yours,

Richard Mitchell

LETTER FROM AMERICAN PERSONNEL
AND GUIDANCE ASSOCIATION

June 17, 1965

Mr. Richard J. Mitchell
2705 N. W. 26
Oklahoma City, Oklahoma 73107

Dear Mr. Mitchell:

This is in answer to your letter of June 12 requesting permission to develop a questionnaire regarding counselors' responsibilities relating to the ASCA "Proposed Statement of Policy for Secondary School Counselors."

In this particular instance, I think this matter should be considered by the President of the American School Counselor Association rather than a release from here at the Headquarters Office. To expedite matters, I am sending a carbon copy of this letter along with your letter to Dr. Paul Fitzgerald, who is President of the American School Counselor Association. I feel sure Dr. Fitzgerald can give this matter his prompt interpretation and will be passing on his comments to you at an early date.

It sounds like you have an interesting idea under way and certainly there is every need to carry out good research on various aspects of our work. You should plan to submit your findings to us for publication. Best of luck.

Cordially yours,

Carl McDaniels
Director of Professional Services

LETTER FROM PRESIDENT OF AMERICAN SCHOOL COUNSELOR
ASSOCIATION AUTHORIZING USE OF POLICY STATEMENTS

August 1, 1965

AIRMAIL

Mr. Richard Mitchell
2705 N. W. 26
Oklahoma City, Oklahoma 73107

Dear Mr. Mitchell:

This is in answer to your letter addressed to the American Personnel and Guidance Association concerning using the ASCA "Proposed Statement of Policy for Secondary School Counselors." I would feel that this is a reasonable request and would see no need to veto your using the ASCA Proposed Statement.

I would like to make the following suggestions:

- (1) Contact Mr. Richard Wootton, Director of Guidance, Brigham Young University Laboratory School, Provo, Utah. Mr. Wootton is chairman of the ASCA Counselor Role Implementation and I would like for him to know the results that you might receive from the counselors in Oklahoma.
- (2) I would suggest that if you were using only the 48 functions listed on pages 15 through 22 that you should include, with each questionnaire, a statement indicating the source of the information.

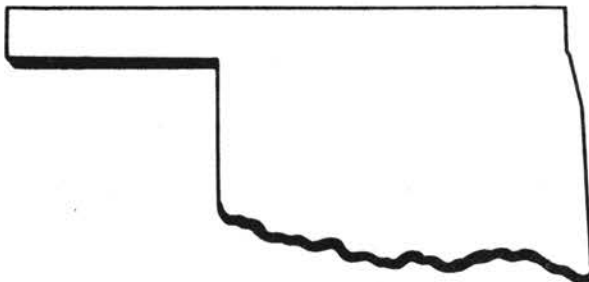
May I wish you every luck in your proposed dissertation at Oklahoma State University. I will look forward to hearing from you concerning your results.

Sincerely yours,

Paul W. Fitzgerald
President
American School Counselor Association

APPENDIX E

A STUDY OF THE OKLAHOMA SECONDARY SCHOOL COUNSELOR



As Perceived
by
Teachers, *
Counselors *
and
Principals *

April, 1966

May I seek your help for completion of the responses to this Inventory. The purpose of the study is to examine the roles of the Oklahoma secondary school counselor and to report the findings to the American School Counselor Association. These findings will help the ASCA to redefine the roles of the school counselor and will help me to collect data for my dissertation at Oklahoma State University.

Your responses will be strictly confidential. Won't you help me avoid the problem of bias due to poor returns by taking a few minutes now to respond? Please return the Inventory in the enclosed self-addressed, stamped envelope.

Thank you for your cooperation.

Sincerely,

Richard J. Mitchell

Richard J. Mitchell
2705 N. W. 26
Oklahoma City, Oklahoma

COUNSELOR ROLE AND RESPONSIBILITY INVENTORY

The Counselor Role and Responsibility Inventory is designed to determine what you believe is the function of the counselor in your school. Please read and respond to each statement in terms of what you think is the function of the total counseling program in your school.

Please circle the appropriate answer.

A. Present position	Teacher	Counselor	Principal
B. Number of years employed in your present position at end of this academic year.	1-3	4-6	7-9 10-12 13+
C. Number of years in the present school system at the end of this academic year.	1-3	4-6	7-9 10-12 13+
D. Number of years in the educational profession at end of this academic year.	1-3	4-6	7-9 10-12 13+
E. Highest academic degree	none	BA	MA EdD PhD
F. Number of academic credits beyond the BA degree	0-9	10-19	20-29 30-39 40+
G. Sex	M	F	
H. Age	20-25	26-30	31-35 36-40 41+
I. Current marital status	Sgl.	Marr.	Div. Wid.
J. Do you have children?	Yes	No	
K. What was your undergraduate major? Please describe.			
L. Size of enrollment in your school (Grades 10-11-12)	Under 100	401 - 500	2001 - 2500
	101 - 200	501 - 1000	2501 - 3000
	201 - 300	1001 - 1500	Over 3000
	301 - 400	1501 - 2000	

The Counselor Role and Responsibility Inventory contains a series of statements. All of the statements refer to the professional responsibilities of the counselor described by the American School Counselor Association.

GENERAL INSTRUCTIONS

Read each of the statements and then answer according to the following:

- P - The counselor has primary responsibility for this function, although he may not personally perform the function.
- S - The counselor shares with the principal and/or teacher in planning and performing this function, but he does not have primary responsibility for the function.
- N - The counselor has no direct responsibility for this function.

Indicate your opinion by drawing a circle around the (P) if you agree he should have primary responsibility; if you think he should share the responsibility; around the (S) ; and around the (N) if you think he should have no responsibility.

There are no right or wrong answers, so please answer these statements according to what you perceive the guidance program to be in your school. The best answer to each statement is your personal opinion.

		(Circle only one letter for each statement)		
		<u>Primary</u>	<u>Share</u>	<u>None</u>
	1. Defines the objectives of the guidance program.	P	S	N
⊙	2. Identifies the guidance needs of pupils.	P	S	N
	3. Develops plans for action.	P	S	N
	4. Coordinates various aspects of the guidance program in a meaningful sequence of guidance services.	P	S	N
	5. Develops continued guidance program planning and curriculum development.	P	S	N
	6. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.	P	S	N
⊙	7. Assists the pupil to understand and accept himself as an individual.	P	S	N
⊙	8. Furnishes personal and environmental information to the pupil, as required, regarding his plans and problems.	P	S	N
⊙	9. Seeks to develop in the pupil a greater ability to cope with and solve problems.	P	S	N
	10. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic inventories, and rating scales.	P	S	N
	11. Coordinates the organization and maintenance of confidential files of pupil data.	P	S	N
	12. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.	P	S	N
⊙	13. Identifies pupils with special abilities or needs.	P	S	N
⊙	14. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities.	P	S	N
⊙	15. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings.	P	S	N
⊙	16. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.	P	S	N
	17. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.	P	S	N
⊙	18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.	P	S	N
	19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.	P	S	N
	20. Maintains a close working relationship in referrals to other specialists in pupil personnel services.	P	S	N
	21. Identifies pupils with special needs which require the services of referral sources such as the psychologist or physician.	P	S	N
⊙	22. Identifies community referral agencies and their services.	P	S	N
	23. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.	P	S	N
	24. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.	P	S	N
	25. Encourages the development and/or extension of community agencies for handling pupil referrals.	P	S	N
	26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans.	P	S	N
⊙	27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities.	P	S	N

Continued on next page

	<u>Primary</u>	<u>Share</u>	<u>None</u>
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.	P	S	N
29. Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making application for employment.	P	S	N
30. Confers with admissions personnel and personnel directors and visits educational training institutions as well as businesses and industries applicable to pupils in his school.	P	S	N
31. Interprets the guidance and counseling services of the school to the parents.	P	S	N
32. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.	P	S	N
33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children.	P	S	N
34. Gives appropriate individual pupil data to staff members, with due regard to confidentiality.	P	S	N
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.	P	S	N
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teachers.	P	S	N
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.	P	S	N
38. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.	P	S	N
39. Follow-up graduates and pupils who have withdrawn.	P	S	N
40. Studies the relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.	P	S	N
41. Studies the characteristics, as well as educational and guidance needs of the pupils.	P	S	N
42. Evaluates the use of records and pupil personnel data.	P	S	N
43. Studies the occupational trends in the community.	P	S	N
44. Evaluates the school's counseling and guidance services.	P	S	N
45. Participates in programs of civic organizations and other community groups.	P	S	N
46. Prepares or furnishes information for articles in school and community publications.	P	S	N
47. Helps with programs for presentation by radio or television.	P	S	N

APPENDIX F

A NOTE ON SEPARATE SHEET

MAILED WITH INVENTORY

THIS STUDY IS NOT A FEDERAL, STATE OR LOCAL FINANCED
PROJECT BUT FINANCED BY A POOR GRADUATE STUDENT

This Inventory was mailed to 1,000 teachers, principals, and counselors in Oklahoma. The cost of a follow-up prohibits another mailing to you; yet, the success of the study depends upon 100% response. In other words, the Inventory must be completed by you before my committee will accept the study for a dissertation. Please write if you have questions or want a copy of the findings sent to you.

Thank you for taking time from your busy schedule to help.

Richard Mitchell

APPENDIX G

FOLLOW-UP POSTAL CARD

An Inventory entitled "A Study of the Secondary School Counselor" was mailed to you last week. If you haven't responded, won't you take a few minutes now to do so? Thank you for your help.

Very truly yours,

Richard Mitchell

FOLLOW-UP COVER LETTER SENT WITH INVENTORY

Several weeks ago the Inventory entitled "A Study of the Secondary School Counselor" was mailed to you. Another copy is enclosed. Your response is urgently needed for completion of the study.

The success of the study depends upon your response. Won't you take a few minutes now to complete the Inventory?

Richard Mitchell

APPENDIX H

TABLE I

SUMMARY OF A COMPARISON OF RESPONSES FROM COUNSELORS, TEACHERS
AND PRINCIPALS TO THE RESPONSIBILITIES IN THE INVENTORY

Column: 1--Primary Responsibility 2--Shares Responsibility 3--No Direct Responsibility

Counselors' Responsibilities Chi-Square P	Group*	Number Responding			Per Cent Responding		
		1	2	3	1	2	3
1. Defines the objectives of the guidance program.	T	52	113	7	9	20	1
	C	69	161	4	12	29	1
	P	40	121	1	7	21	0
$\chi^2=7.10$ $P=.20$							
2. Identifies the guidance needs of pupils.	T	42	127	0	7	23	0
	C	87	147	0	15	26	0
	P	68	95	0	12	17	0
$\chi^2=11.39$ $P=.01$							
3. Develops plans for action.	T	86	82	5	15	14	1
	C	105	125	2	18	22	0
	P	67	94	0	12	17	0
$\chi^2=9.22$ $P=.10$							
4. Coordinates various aspects of the guidance program in a meaningful sequence of services.	T	107	59	5	19	10	1
	C	134	99	2	24	18	0
	P	88	73	1	15	13	0
$\chi^2=7.55$ $P=.20$							
5. Develops continued guidance program planning and curriculum development.	T	48	118	7	8	21	1
	C	52	172	10	9	30	2
	P	39	117	7	7	21	1
$\chi^2=1.68$ $P=.80$							
6. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.	T	59	93	19	11	17	3
	C	74	148	9	13	26	2
	P	57	98	6	10	17	1
$\chi^2=12.37$ $P=.05$							
7. Assists the pupil to understand and accept himself as an individual.	T	53	116	0	9	21	0
	C	135	99	0	24	17	0
	P	95	66	0	17	12	0
$\chi^2=32.34$ $P=.001$							
8. Furnishes personal and environmental information to the pupil regarding his plans and problems.	T	106	61	0	19	12	0
	C	168	67	0	30	12	0
	P	117	44	0	20	7	0
$\chi^2=4.06$ $P=.20$							
9. Seeks to develop in the pupil a greater ability to cope with and solve problems.	T	53	115	0	9	20	0
	C	118	117	0	21	21	0
	P	88	73	0	16	13	0
$\chi^2=20.67$ $P=.001$							
10. Coordinates the accumulation of meaningful information concerning pupils.	T	132	40	1	23	7	.33
	C	195	39	1	34	6	.33
	P	133	29	1	24	5	.33
$\chi^2=3.06$ $P=.70$							
11. Coordinates the organization and maintenance of confidential files of pupil data.	T	131	39	3	23	7	1
	C	192	40	3	33	7	1
	P	119	42	2	21	7	0
$\chi^2=4.92$ $P=.30$							
12. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.	T	132	36	4	23	6	1
	C	197	38	0	35	7	0
	P	126	35	2	22	6	0
$\chi^2=7.81$ $P=.10$							
13. Identifies pupils with special abilities or needs.	T	65	102	0	12	18	0
	C	88	144	0	16	25	0
	P	89	72	0	16	13	0
$\chi^2=13.44$ $P=.01$							
14. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities.	T	93	76	0	16	14	0
	C	161	72	0	28	13	0
	P	99	62	0	18	11	0
$\chi^2=8.43$ $P=.05$							
15. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings.	T	110	61	2	19	11	.5
	C	157	75	2	28	13	.5
	P	112	51	0	19	9	0
$\chi^2=2.56$ $P=.70$							
16. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.	T	110	49	14	19	9	3
	C	160	61	13	28	11	2
	P	102	55	5	18	9	1
$\chi^2=6.37$ $P=.20$							
17. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests and needs of the pupils.	T	68	90	15	12	16	3
	C	83	143	9	14	25	1
	P	50	106	7	9	19	1
$\chi^2=9.16$ $P=.10$							
18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.	T	71	44	58	13	8	10
	C	93	89	53	16	15	9
	P	67	68	28	12	12	5
$\chi^2=16.95$ $P=.01$							
19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.	T	118	44	10	21	8	2
	C	152	78	5	27	12	1
	P	95	62	6	16	12	1
$\chi^2=9.21$ $P=.10$							
20. Maintains a close working relationship in referrals to other specialists in pupil personnel services.	T	122	44	7	22	7	1
	C	160	67	8	28	12	2
	P	104	51	7	18	9	1
$\chi^2=1.81$ $P=.80$							
21. Identifies pupils with special needs which require the services of referral sources.	T	81	86	6	14	15	1
	C	114	114	5	20	20	1
	P	94	64	5	17	11	1
$\chi^2=5.40$ $P=.30$							
22. Identifies community referral agencies and their services.	T	108	50	15	19	9	3
	C	138	87	9	24	15	1.5
	P	93	61	9	16	11	1.5
$\chi^2=6.89$ $P=.20$							

TABLE I (Continued)

Counselors' Responsibilities	Group*	Number Responding			Per Cent Responding		
		1	2	3	1	2	3
23. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources. $\chi^2=5.55$ P=.30	T C P	80 102 68	72 117 84	19 16 10	14 18 12	13 20 15	3 3 2
24. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems. $\chi^2=12.63$ P=.05	T C P	104 124 92	41 90 51	28 20 19	18 22 16	7 16 9	5 4 3
25. Encourages the development and/or extension of community agencies for handling pupil referrals. $\chi^2=23.46$ P=.001	T C P	85 68 57	60 133 87	28 33 18	15 12 10	11 23 15	5 6 3
26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans. $\chi^2=13.61$ P=.01	T C P	101 123 79	53 97 77	19 14 7	18 21 14	9 17 14	3 3 1
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities. $\chi^2=4.07$ P=.50	T C P	68 89 51	94 135 105	11 11 7	12 16 8	17 24 18	2 2 1
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies. $\chi^2=30.76$ P=.001	T C P	103 91 54	56 127 98	14 17 11	18 16 9	10 22 17	3 3 2
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment. $\chi^2=10.39$ P=.05	T C P	115 140 86	46 77 69	12 17 7	20 25 15	8 14 12	2 3 1
30. Confers with admissions personnel and personnel directors and visits educational training institutions as well as businesses and industries applicable to pupils in his school. $\chi^2=4.60$ P=.50	T C P	103 131 90	45 75 57	25 27 15	18 23 16	8 13 10	4 5 3
31. Interprets the guidance and counseling services of the school to the parents. $\chi^2=6.66$ P=.05	T C P	114 152 88	53 83 72	0 0 0	20 27 15	9 15 14	0 0 0
32. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development. $\chi^2=16.86$ P=.01	T C P	83 155 90	81 75 67	9 3 5	15 27 16	14 13 12	1.5 .5 1.0
33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children. $\chi^2=16.54$ P=.01	T C P	54 60 23	109 168 130	10 7 10	10 10 4	19 29 23	2 1 2
34. Gives appropriate individual pupil data to staff members, with due regard to confidentiality. $\chi^2=21.85$ P=.001	T C P	125 200 110	39 34 45	9 1 7	22 35 19	7 6 8	2 0 1
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation. $\chi^2=18.56$ P=.001	T C P	105 158 94	57 77 65	11 0 4	18 28 16	10 14 11	2 0 1
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teacher. $\chi^2=11.77$ P=.05	T C P	97 117 76	57 103 80	18 15 7	17 21 13	10 18 14	3 3 1
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences. $\chi^2=22.92$ P=.001	T C P	62 99 70	75 118 82	36 17 11	11 18 12	13 21 14	6 3 2
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision. $\chi^2=26.61$ P=.001	T C P	75 73 48	59 125 99	36 35 15	13 13 9	10 22 18	6 6 3
39. Follow up graduates and pupils who have withdrawn. $\chi^2=13.66$ P=.01	T C P	76 98 67	39 84 60	58 52 35	13 17 12	7 15 10	10 9 7
40. Studies the relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement. $\chi^2=6.42$ P=.20	T C P	85 126 73	68 88 79	19 19 11	15 22 13	12 15 14	4 4 1

TABLE I (Continued)

Counselors' Responsibilities	Group*	Number Responding			Per Cent Responding		
		1	2	3	1	2	3
41. Studies the characteristics as well as educational and guidance needs of the pupils.	T	74	87	9	13	16	1.5
	C	135	98	1	24	17	0
	P	82	73	7	14	13	1.5
$\chi^2=14.83$ P=.01							
42. Evaluates the use of records and pupil personnel data.	T	103	64	0	19	12	0
	C	143	85	0	25	15	0
	P	75	86	0	13	16	0
$\chi^2=11.58$ P=.01							
43. Studies the occupational trends in the community.	T	63	80	30	11	14	5
	C	106	104	23	18	18	4
	P	56	87	20	10	16	4
$\chi^2=9.64$ P=.05							
44. Evaluates the school's counseling and guidance services.	T	58	104	11	10	18	2
	C	74	151	10	13	27	2
	P	39	116	8	17	20	1
$\chi^2=5.39$ P=.30							
45. Participates in programs of civic organizations and other community groups.	T	36	104	33	6	18	6
	C	59	156	20	11	28	4
	P	41	109	13	7	19	1
$\chi^2=13.88$ P=.01							
46. Prepares or furnishes information for articles in school and community publications.	T	31	100	42	5	18	7
	C	46	165	24	8	29	5
	P	35	116	12	6	20	2
$\chi^2=24.57$ P=.001							
47. Helps with programs for presentation by radio or television.	T	24	95	54	4	16	10
	C	22	147	65	4	26	11
	P	19	101	43	3	18	8
$\chi^2=3.66$ P=.50							

*Groups: T - Teachers
C - Counselors
P - Principals

APPENDIX I

TABLE II

A COMPARISON OF RESPONSES BETWEEN TEACHERS, COUNSELORS AND PRINCIPALS
WHEN GROUPED BY CLASSIFICATIONS AND SIGNIFICANT AT
.001, .01 OR .05 LEVELS OF CONFIDENCE

Column: 1--Primary Responsibility			2--Shares Responsibility			3--No Direct Responsibility			
Counselors' Responsibilities		Class	Number Responding			Per Cent Responding			
Chi-Square	P		1	2	3	1	2	3	
<u>Enrollment</u>									
1. Defines the objectives of the guidance program.	$X^2=9.87$	P=.05	1 - 500	75	153	2	13	27	0
			501 - 1000	37	79	5	6	14	2
			1001+	49	163	5	8	28	2
<u>Years in Profession</u>									
5. Develops continued guidance program planning and curriculum development.	$X^2=10.08$	P=.05	1 - 6	21	61	1	3	11	0
			7 - 12	27	69	10	5	12	2
			13+	91	277	13	16	48	3
<u>Age</u>									
5. Develops continued guidance program planning and curriculum development.	$X^2=17.37$	P=.001	20 - 30	23	58	0	4	10	0
			31 - 40	29	98	14	5	18	2
			41+	87	251	10	15	44	2
<u>Age</u>									
6. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.	$X^2=9.89$	P=.05	20 - 30	30	40	10	5	7	2
			31 - 40	42	90	9	8	16	2
			41+	118	209	15	21	37	2
<u>Credits</u>									
7. Assists the pupil to understand and accept himself as an individual.	$X^2=14.07$	P=.01	0 - 29	39	65	0	7	12	0
			30 - 39	73	88	0	13	16	0
			40+	171	128	0	30	22	0
<u>Credits</u>									
10. Coordinates the accumulation of meaningful information concerning pupils.	$X^2=9.52$	P=.01	0 - 29	74	31	0	13	6	0
			30 - 39	138	25	0	24	4	0
			40+	248	52	0	44	9	0
<u>Years in Profession</u>									
14. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities.	$X^2=9.86$	P=.05	1 - 6	41	42	0	7	7	0
			7 - 12	64	41	1	11	7	0
			13+	248	127	6	44	23	1
<u>Credits</u>									
14. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities.	$X^2=8.11$	P=.05	0 - 29	52	51	0	9	9	0
			30 - 39	106	54	0	19	10	0
			40+	195	105	0	34	19	0
<u>Enrollment</u>									
16. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.	$X^2=16.51$	P=.01	1 - 500	151	75	5	26	13	1
			501 - 1000	73	42	7	13	8	1
			1001+	148	48	20	26	8	4
<u>Enrollment</u>									
18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.	$X^2=34.88$	P=.001	1 - 500	100	100	32	18	18	5
			501 - 1000	55	40	27	10	7	5
			1001+	76	61	80	13	10	14
<u>Marital Status</u>									
19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.	$X^2=10.42$	P=.05	Single	44	10	5	8	2	1
			Married	298	159	1	52	28	3
			Divorced-Widowed	23	15	1	4	2	0
<u>Undergraduate Major</u>									
19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.	$X^2=17.07$	P=.05	Language	71	23	8	12	4	1
			Math-Science	70	41	3	12	7	1
			Social Studies	77	43	2	14	8	1
			Business Ed.	50	18	0	9	3	0
			Other	97	59	8	17	10	1
<u>Years in Position</u>									
20. Maintains a close working relationship in referrals to other specialists in pupil personnel services.	$X^2=8.90$	P=.05	1 - 6	197	95	0	35	19	0
			7 - 12	119	30	0	21	6	0
			13+	70	37	0	12	7	0
<u>Enrollment</u>									
20. Maintains a close working relationship in referrals to other specialists in pupil personnel services.	$X^2=17.51$	P=.01	1 - 500	146	75	11	26	13	2
			501 - 1000	79	33	10	14	6	2
			1001+	161	54	1	28	9	0

TABLE II (Continued)

<u>Counselors' Responsibilities</u>			<u>Number Responding</u>			<u>Per Cent Responding</u>		
<u>Chi-Square</u>	<u>P</u>	<u>Class</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>Undergraduate Major</u>								
22. Identifies community referral agencies and their services. X ² =15.53 P=.05		Language	69	25	8	12	5	1.0
		Math-Science	68	44	2	12	8	.5
		Social Studies	67	48	8	12	8	1.0
		Business Ed.	47	19	2	8	3	.5
		Other	88	62	13	16	11	2.0
<u>Years in Position</u>								
26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans. X ² =12.42 P=.05		1 - 6	160	124	20	28	22	4
		7 -12	91	55	5	6	10	1
		13+	52	48	15	19	8	2
<u>Enrollment</u>								
26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans. X ² =22.92 P=.001		1 - 500	98	118	16	17	21	3
		501 - 1000	67	45	9	12	8	1
		1001+	138	64	15	24	11	3
<u>Sex</u>								
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities. X ² =12.42 P=.01		Male	118	236	22	20	42	4
		Female	90	98	7	16	17	1
<u>Marital Status</u>								
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities. X ² =11.97 P=.05		Single	24	31	4	4	5	1
		Married	160	288	24	28	51	4
		Divorced-Widowed	24	15	1	4	3	0
<u>Enrollment</u>								
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities. X ² =12.10 P=.05		1 - 500	71	147	14	12	26	3
		501 - 1000	41	72	9	7	13	2
		1001+	96	115	6	17	20	0
<u>Marital Status</u>								
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies. X ² =17.81 P=.01		Single	33	20	6	6	3	1
		Married	188	250	34	33	44	6
		Divorced-Widowed	27	11	2	5	2	0
<u>Sex</u>								
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies. X ² =11.21 P=.01		Male	151	203	22	26	35	4
		Female	97	78	20	17	14	4
<u>Enrollment</u>								
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies. X ² =22.13 P=.001		1 - 500	83	139	10	15	24	2
		501 - 1000	58	56	8	10	10	2
		1001+	107	86	24	18	15	4
<u>Marital Status</u>								
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment. X ² =17.08 P=.01		Single	37	13	9	7	3	2
		Married	274	172	24	48	30	4
		Divorced-Widowed	30	7	3	5	1	0
<u>Enrollment</u>								
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment. X ² =26.48 P=.001		1 - 500	135	93	3	24	17	1
		501 - 1000	73	41	7	13	7	1
		1001+	133	58	26	23	10	4
<u>Marital Status</u>								
30. Confers with admissions personnel and personnel directors and visits educational training institutions as well as businesses and industries applicable to pupils in his school. X ² =9.91 P=.05		Single	32	13	13	5	2	2
		Married	265	155	50	47	28	8
		Divorced-Widowed	27	9	4	5	2	1

TABLE II (Continued)

Counselors' Responsibilities	Chi-Square	P	Class	Number Responding			Per Cent Responding		
				1	2	3	1	2	3
<u>Years in Position</u>									
32. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.			1 - 6	184	110	0	33	20	0
			7 - 12	92	58	0	16	10	0
			13+	52	55	0	9	12	0
	$\chi^2=6.65$	$P=.05$							
<u>Credits</u>									
32. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.			0 - 29	50	49	6	9	9	1
			30 - 39	92	65	6	16	11	1
			40+	186	109	5	33	19	1
	$\chi^2=9.61$	$P=.05$							
<u>Sex</u>									
33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children.			Male	73	282	21	13	49	4
			Female	64	125	6	11	22	1
$\chi^2=13.47$	$P=.01$								
<u>Marital Status</u>									
33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children.			Single	22	36	1	4	6	0
			Married	101	347	24	18	61	4
			Divorced-Widowed	14	24	2	2	4	1
$\chi^2=10.89$	$P=.05$								
<u>Enrollment</u>									
33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children.			1 - 500	34	182	16	6	32	3
			501 - 1000	37	80	5	7	14	1
			1001+	66	145	6	11	25	1
$\chi^2=21.21$	$P=.001$								
<u>Enrollment</u>									
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.			1 - 500	136	90	6	24	16	1
			501 - 1000	65	53	4	12	9	0
			1001+	156	56	5	27	10	1
$\chi^2=14.27$	$P=.01$								
<u>Sex</u>									
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teacher.			Male	177	175	24	31	31	4
			Female	113	65	16	20	11	3
$\chi^2=8.94$	$P=.05$								
<u>Age</u>									
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.			20 - 30	36	30	15	6	5	3
			31 - 40	49	78	14	9	14	2
			41+	146	167	35	26	29	6
$\chi^2=9.69$	$P=.05$								
<u>Credits</u>									
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.			0 - 29	45	41	19	8	7	3
			30 - 39	53	88	22	9	15	4
			40+	133	146	23	24	26	4
$\chi^2=15.26$	$P=.01$								
<u>Marital Status</u>									
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.			Single	27	20	12	5	3	2
			Married	184	237	50	32	42	9
			Divorced-Widowed	20	18	2	4	3	0
$\chi^2=10.46$	$P=.05$								
<u>Enrollment</u>									
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.			1 - 500	103	113	15	18	20	3
			501 - 1000	47	55	20	8	9	3
			1001+	81	107	29	15	19	5
$\chi^2=10.33$	$P=.05$								
<u>Years in Profession</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			1 - 6	43	26	13	8	5	2
			7 - 12	38	50	14	7	9	3
			13+	115	207	59	20	36	10
$\chi^2=16.98$	$P=.01$								

TABLE II (Continued)

Counselors' Responsibilities	Chi-Square	P	Class	Number Responding			Per Cent Responding		
				1	2	3	1	2	3
<u>Years in Position</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			1 - 6	119	143	40	21	25	7
			7 - 12	40	90	18	7	16	3
			13+	37	50	28	7	9	5
	$\chi^2=17.48$	$P=.01$							
<u>Age</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			20 - 30	44	24	11	8	4	2
			31 - 40	45	72	22	8	13	4
			41+	107	187	53	19	33	9
	$\chi^2=19.08$	$P=.01$							
<u>Sex</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			Male	124	199	49	22	35	9
			Female	72	84	37	13	15	6
$\chi^2=6.10$	$P=.05$								
<u>Credits</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			0 - 29	50	37	16	9	7	3
			30 - 39	42	94	27	8	17	5
			40+	104	152	43	18	26	7
	$\chi^2=15.81$	$P=.01$							
<u>Marital Status</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			Single	28	18	13	5	3	2
			Married	155	248	65	28	44	12
			Divorced-Widowed	13	17	8	2	3	1
$\chi^2=11.82$	$P=.05$								
<u>Enrollment</u>									
38. Provides materials and information concerning matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.			1 - 500	94	112	25	17	20	4
			501 - 1000	31	65	23	5	11	4
			1001+	71	106	38	13	19	7
	$\chi^2=10.87$	$P=.05$							
<u>Credits</u>									
39. Follow-up graduates and pupils who have withdrawn.			0 - 29	49	23	33	8	4	6
			30 - 39	57	65	42	10	11	8
			40+	135	95	70	24	17	12
$\chi^2=11.50$	$P=.05$								
<u>Marital Status</u>									
39. Follow-up graduates and pupils who have withdrawn.			Single	30	10	19	6	2	3
			Married	193	167	110	34	29	19
			Divorced-Widowed	18	6	16	3	1	3
$\chi^2=15.97$	$P=.01$								
<u>Enrollment</u>									
39. Follow-up graduates and pupils who have withdrawn.			1 - 500	111	81	39	20	14	7
			501 - 1000	50	41	30	8	7	5
			1001+	80	61	76	14	11	14
$\chi^2=19.65$	$P=.001$								
<u>Enrollment</u>									
46. Prepares or furnishes information for articles in school and community publications.			1 - 500	57	158	17	10	28	3
			501 - 1000	24	78	20	4	13	3
			1001+	31	145	41	6	26	7
$\chi^2=18.08$	$P=.01$								

APPENDIX J

TABLE III

RESPONSES FROM TEACHERS TO THE RESPONSIBILITIES IN THE INVENTORY
WHEN GROUPED BY CLASSIFICATIONS AND SIGNIFICANT AT
.001, .01 OR .05 LEVELS OF CONFIDENCE

Column: 1--Primary Responsibility 2--Shares Responsibility 3--No Direct Responsibility

Counselors' Responsibilities	Class	Number Responding			Per Cent Responding		
		1	2	3	1	2	3
		<u>Enrollment</u>					
1. Defines the objectives of the guidance program.	1 - 500	14	30	0	8	18	0
	501 - 1000	15	12	0	9	8	0
	1001+	23	71	0	13	44	0
$\chi^2=9.39$	P=.01						
		<u>Undergraduate Major</u>					
16. Assists the pupil and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.	Language Arts	33	8	6	19	5	3
	Math-Science	26	4	1	15	2	1
	Social Studies	20	6	0	12	3	0
	Business Ed.	9	12	1	5	7	1
	Other	22	19	6	13	11	3
$\chi^2=25.55$	P=.01						
		<u>Enrollment</u>					
18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.	1 - 500	19	18	9	11	10	5
	501 - 1000	15	5	9	9	3	5
	1001+	37	21	40	21	12	24
$\chi^2=10.12$	P=.05						
		<u>Enrollment</u>					
19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.	1 - 500	24	18	4	14	10	2
	501 - 1000	18	8	3	11	5	2
	1001+	76	18	10	44	10	2
$\chi^2=11.47$	P=.05						
		<u>Sex</u>					
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities.	Male	24	58	8	14	33	5
	Female	44	36	3	25	21	2
$\chi^2=13.04$	P=.01						
		<u>Enrollment</u>					
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.	1 - 500	20	23	3	12	13	1
	501 - 1000	19	9	1	11	5	1
	1001+	64	24	10	37	14	6
$\chi^2=10.48$	P=.05						
		<u>Years in Profession</u>					
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment.	1 - 6	277	58	46	28	6	5
	7 -12	87	69	6	8	7	1
	13+	301	139	17	30	14	1
$\chi^2=11.69$	P=.05						
		<u>Enrollment</u>					
31. Interprets the guidance and counseling services of the school to the parents.	1 - 500	30	13	0	17	9	0
	501 - 1000	25	3	0	15	2	0
	1001+	59	37	0	34	23	0
$\chi^2=7.39$	P=.05						
		<u>Sex</u>					
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.	Male	43	40	7	25	23	4
	Female	62	17	4	36	10	2
$\chi^2=13.28$	P=.01						
		<u>Enrollment</u>					
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.	1 - 500	27	17	2	16	10	1
	501 - 1000	9	16	4	5	9	2
	1001+	69	24	5	40	14	3
$\chi^2=15.51$	P=.01						
		<u>Years in Profession</u>					
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teacher.	1 - 6	42	18	6	24	11	4
	7 -12	10	17	1	6	10	1
	13+	45	22	11	26	12	6
$\chi^2=12.82$	P=.05						
		<u>Age</u>					
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.	20 - 30	26	16	15	15	9	9
	31 - 40	9	22	5	5	13	3
	41+	27	37	16	16	21	9
$\chi^2=10.33$	P=.05						

APPENDIX K

TABLE IV
RESPONSES FROM COUNSELORS TO THE RESPONSIBILITIES IN THE INVENTORY
WHEN GROUPED BY CLASSIFICATIONS AND SIGNIFICANT AT
.001, .01 OR .05 LEVELS OF CONFIDENCE

Column: 1--Primary Responsibility			2--Shares Responsibility			3--No Direct Responsibility			
<u>Counselors' Responsibilities</u>			Class	<u>Number Responding</u>			<u>Per Cent Responding</u>		
<u>Chi-Square</u>	<u>P</u>	1		2	3	1	2	3	
<u>Credits</u>									
1. Defines the objectives of the guidance program.	$\chi^2=8.51$	P=.05	0 - 29	5	1	0	2	0	0
			30 - 39	22	50	0	10	22	0
			40+	42	110	0	18	48	0
<u>Sex</u>									
3. Develops plans for action.	$\chi^2=11.96$	P=.01	Male	70	58	0	30	25	0
			Female	35	67	2	15	29	1
<u>Credits</u>									
5. Develops continued guidance program planning and curriculum development.	$\chi^2=12.29$	P=.05	0 - 29	4	2	0	2	1	0
			30 - 39	11	61	1	4	26	0
			40+	37	109	9	16	47	4
<u>Marital Status</u>									
16. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.	$\chi^2=10.08$	P=.05	Single	17	3	4	7	1	2
			Married	128	55	9	55	24	4
			Divorced-Widowed	15	3	0	6	1	0
<u>Enrollment</u>									
18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.	$\chi^2=12.26$	P=.05	1 - 500	43	29	11	18	17	5
			501 - 1000	23	22	14	10	9	6
			1001+	27	28	28	12	12	11
<u>Enrollment</u>									
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities.	$\chi^2=9.05$	P=.05	1 - 500	24	63	0	10	29	0
			501 - 1000	25	31	0	11	14	0
			1001+	40	41	0	17	19	0
<u>Sex</u>									
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.	$\chi^2=9.10$	P=.01	Male	48	78	4	21	33	2
			Female	43	49	13	18	21	5
<u>Marital Status</u>									
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.	$\chi^2=13.57$	P=.01	Single	12	9	3	5	4	1
			Married	66	114	13	28	48	6
			Divorced-Widowed	13	4	1	6	2	0
<u>Years in Position</u>									
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment.	$\chi^2=10.98$	P=.05	1 - 6	82	44	3	35	19	1
			7 - 12	45	26	10	19	11	4
			13+	13	7	4	6	3	2
<u>Marital Status</u>									
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment.	$\chi^2=11.11$	P=.05	Single	14	5	5	6	2	2
			Married	113	69	10	49	30	4
			Divorced-Widowed	13	3	2	5	1	1
<u>Enrollment</u>									
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment.	$\chi^2=12.27$	P=.05	1 - 500	62	30	1	26	13	1
			501 - 1000	34	20	4	15	8	1
			1001+	44	27	12	19	12	5
<u>Enrollment</u>									
30. Confers with admissions personnel and personnel directors and visits educational training institutions as well as businesses and industries applicable to pupils in his school.	$\chi^2=16.09$	P=.01	1 - 500	65	25	3	28	11	1
			501 - 1000	28	21	9	12	9	4
			1001+	38	29	15	16	12	7

APPENDIX L

TABLE V

RESPONSES FROM PRINCIPALS TO THE RESPONSIBILITIES IN THE INVENTORY
WHEN GROUPED BY CLASSIFICATIONS AND SIGNIFICANT AT
.001, .01 OR .05 LEVELS OF CONFIDENCE

Column: 1--Primary Responsibility 2--Shares Responsibility 3--No Direct Responsibility

Counselors' Responsibilities		Class	Number Responding			Per Cent Responding			
Chi-Square	P		1	2	3	1	2	3	
<u>Years in Profession</u>									
5. Develops continued guidance program planning and curriculum development. $\chi^2=13.03$ $P=.05$			1 - 6	2	6	0	1	3	0
			7 - 12	5	12	4	3	8	3
			13+	32	99	3	20	61	1
<u>Age</u>									
5. Develops continued guidance program planning and curriculum development. $\chi^2=13.21$ $P=.01$			0 - 29	3	8	0	2	5	0
			30 - 39	8	30	6	5	18	3
			40+	28	79	1	17	49	1
<u>Enrollment</u>									
7. Assists the pupil to understand and accept himself as an individual. $\chi^2=9.39$ $P=.01$			1 - 500	45	47	0	28	30	0
			501 - 1000	26	8	0	16	5	0
			1001+	24	11	0	14	7	0
<u>Credits</u>									
10. Coordinates the accumulation of meaningful information concerning pupils. $\chi^2=15.08$ $P=.05$			0 - 29	7	7	0	4	4	0
			30 - 39	38	12	0	24	8	0
			40+	88	10	0	54	6	0
<u>Age</u>									
17. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests and needs of the pupils. $\chi^2=13.40$ $P=.01$			20 - 30	7	4	0	4	2	0
			31 - 40	10	29	5	6	18	3
			41+	33	73	2	21	45	1
<u>Credits</u>									
22. Identifies community referral agencies and their services. $\chi^2=9.90$ $P=.05$			0 - 29	6	8	0	4	5	0
			30 - 39	22	25	3	13	15	2
			40+	65	28	6	40	17	4
<u>Enrollment</u>									
26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans. $\chi^2=8.61$ $P=.05$			1 - 500	36	53	0	22	35	0
			501 - 1000	22	12	0	14	7	0
			1001+	21	12	0	13	9	0
<u>Credits</u>									
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities. $\chi^2=6.61$ $P=.05$			0 - 29	7	5	0	4	4	0
			30 - 39	10	37	0	6	24	0
			40+	34	63	0	21	41	0
<u>Enrollment</u>									
29. Assists in giving pupils and parents an understanding of procedures for making applications for attending educational or training institutions and for making application for employment. $\chi^2=6.59$ $P=.05$			1 - 500	43	48	0	27	31	0
			501 - 1000	20	12	0	12	9	0
			1001+	23	9	0	14	7	0
<u>Years in Profession</u>									
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teacher. $\chi^2=16.23$ $P=.01$			1 - 6	2	6	0	1	4	0
			7 - 12	11	6	4	7	4	3
			13+	63	68	3	39	41	1
<u>Age</u>									
40. Studies the relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement. $\chi^2=10.07$ $P=.05$			20 - 30	4	7	0	3	4	0
			31 - 40	21	16	7	13	10	4
			41+	48	56	4	29	35	2
<u>Age</u>									
41. Studies the characteristics, as well as educational and guidance needs of the pupils. $\chi^2=11.19$ $P=.05$			20 - 30	8	3	0	5	2	0
			31 - 40	14	26	4	9	16	2
			41+	60	44	3	37	27	2
<u>Enrollment</u>									
46. Prepares or furnishes information for articles in school and community publications. $\chi^2=9.73$ $P=.05$			1 - 500	27	61	5	17	37	3
			501 - 1000	5	27	2	3	17	1
			1001+	3	28	5	2	17	3

APPENDIX M

DESCRIPTIVE INFORMATION ABOUT THE COUNSELORS,
TEACHERS AND PRINCIPALS IN THE STUDY

Number of years employed in present position:

	<u>1 - 6</u>	<u>7 - 12</u>	<u>13+</u>
Teachers	87	37	49
Counselors	129	82	24
Principals	88	33	42

Sex:

	<u>Male</u>	<u>Female</u>
Teachers	90	83
Counselors	130	105
Principals	156	7

Number of academic credits beyond the
bachelor's degree:

	<u>0 - 19</u>	<u>20 - 39</u>	<u>40+</u>
Teachers	85	41	47
Counselors	6	73	156
Principals	14	50	99

Undergraduate Major:

	<u>Language Arts</u>	<u>Science- Math</u>	<u>Social Studies</u>	<u>Business Education</u>	<u>Other</u>
Teachers	47	31	26	22	47
Counselors	40	36	56	35	68
Principals	15	47	41	11	49

Number of years in the educational profession:

	<u>1 - 6</u>	<u>7 - 12</u>	<u>13+</u>
Teachers	66	28	79
Counselors	9	57	169
Principals	8	21	134

Age:

	<u>20 - 30</u>	<u>31 - 40</u>	<u>41+</u>
Teachers	57	36	80
Counselors	13	61	161
Principals	11	44	108

Marital Status:

	<u>Single</u>	<u>Married</u>	<u>Divorced- Widowed</u>
Teachers	26	129	18
Counselors	24	193	18
Principals	9	150	4

Size of School Enrollment:

	<u>Under 500</u>	<u>501-1000</u>	<u>1001+</u>
Teachers	46	29	98
Counselors	93	59	83
Principals	93	34	36

APPENDIX N

THE RESPONSIBILITIES IN THE INVENTORY

GROUPED BY CATEGORIES

A. Planning and Development of the Guidance Program

1. Defines the objectives of the guidance program.
2. Identifies the guidance needs of pupils.
3. Develops plans for action.
4. Coordinates various aspects of the guidance program in a meaningful sequence of guidance services.
5. Develops continued guidance program planning and curriculum development.
6. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.

B. Counseling

7. Assists the pupil to understand and accept himself as an individual.
8. Furnishes personal and environmental information to the pupil, as required, regarding his plans and problems.
9. Seeks to develop in the pupil a greater ability to cope with and solve problems.

C. Pupil Appraisal

10. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic inventories, and rating scales.
11. Coordinates the organization and maintenance of confidential files of pupil data.
12. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.

D. Educational and Occupational Planning

13. Identifies pupils with special abilities or needs.
14. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities.
15. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training and school curricular offerings.

16. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.
17. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.
18. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.

E. Referral Work

19. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists.
20. Maintains a close working relationship in referrals to other specialists in pupil personnel services.
21. Identifies pupils with special needs which require the services of referral sources such as the psychologist or physician.
22. Identifies community referral agencies and their services.
23. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.
24. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.
25. Encourages the development and/or extension of community agencies for handling pupil referrals.

F. Placement

26. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans.
27. Plans with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities.
28. Helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.
29. Assists in giving pupils and parents an understanding of the procedures for making applications and financial plans for attending educational or training institutions and for making application for employment.
30. Confers with admissions personnel and personnel directors and visits educational training institutions as well as businesses and industries applicable to pupils in his school.

G. Parent Help

31. Interprets the guidance and counseling services of the school to the parents.
32. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.

33. Provides parents with information about school policies and procedures, school course offerings, and resources that can contribute to the fullest development of their children.

H. Staff Consulting

34. Gives appropriate individual pupil data to staff members, with due regard to confidentiality.
35. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.
36. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance service given by teachers.
37. Helps teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.
38. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

I. Local Research

39. Follow-up graduates and pupils who have withdrawn.
40. Studies the relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.
41. Studies the characteristics, as well as educational and guidance needs of the pupils.
42. Evaluates the use of records and pupil personnel data.
43. Studies the occupational trends in the community.
44. Evaluates the school's counseling and guidance services.

J. Public Relations

45. Participates in programs of civic organizations and other community groups.
46. Prepares or furnishes information for articles in school and community publications.
47. Helps with programs for presentation by radio or television.

VITA

Richard Jay Mitchell

Candidate for the Degree of
Doctor of Education

Thesis: THE PROFESSIONAL RESPONSIBILITIES OF OKLAHOMA SECONDARY SCHOOL
COUNSELORS AS PERCEIVED BY TEACHERS, COUNSELORS AND PRINCIPALS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Ponca City, Oklahoma, June 11, 1930, the
son of Clarence L. and Helen Halsey Mitchell.

Education: Received the Bachelor of Arts degree from the Oklahoma
City University, with a major in Speech, in June, 1958;
received the Master of Science degree from the Oklahoma State
University, with a major in Guidance and Student Personnel, in
May, 1962; and completed requirements for the Doctor of Educa-
tion degree at the Oklahoma State University, in July, 1966.

Professional Experience: Employed as public accountant in Oklahoma
City, Oklahoma, from 1947 to 1958; employed as speech teacher
and activity director at John Marshall High School, Oklahoma
City, from January, 1958 to September, 1961; attended 1961-62
year N.D.E.A. Counseling Institute at Oklahoma State Univer-
sity; employed as debate coach and counselor at Northwest
Classen High School, Oklahoma City, from September, 1962 to
September, 1964; served as graduate assistant in the College
of Education, Oklahoma State University, from September, 1964
to June, 1965; employed as district director of American Col-
lege Testing Program from June, 1965 to June, 1966.

Professional Organizations: American Personnel and Guidance
Association, National Education Association, Oklahoma Education
Association, Oklahoma Guidance Association, Phi Delta Kappan.